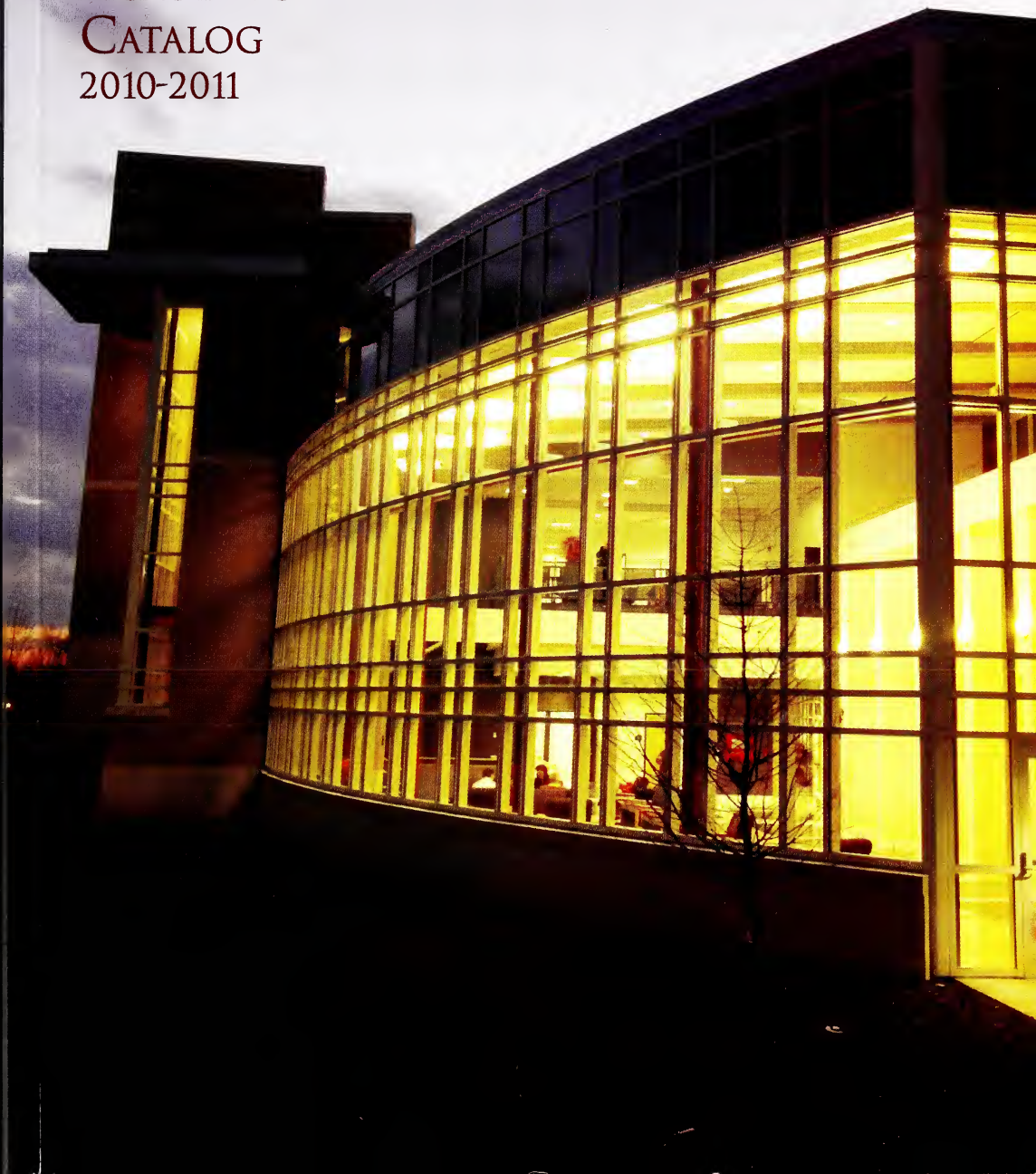
University of Mary Washington

Graduate Academic Catalog 2010-2011



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Graduate Academic Catalog

2010-2011

University of Mary Washington

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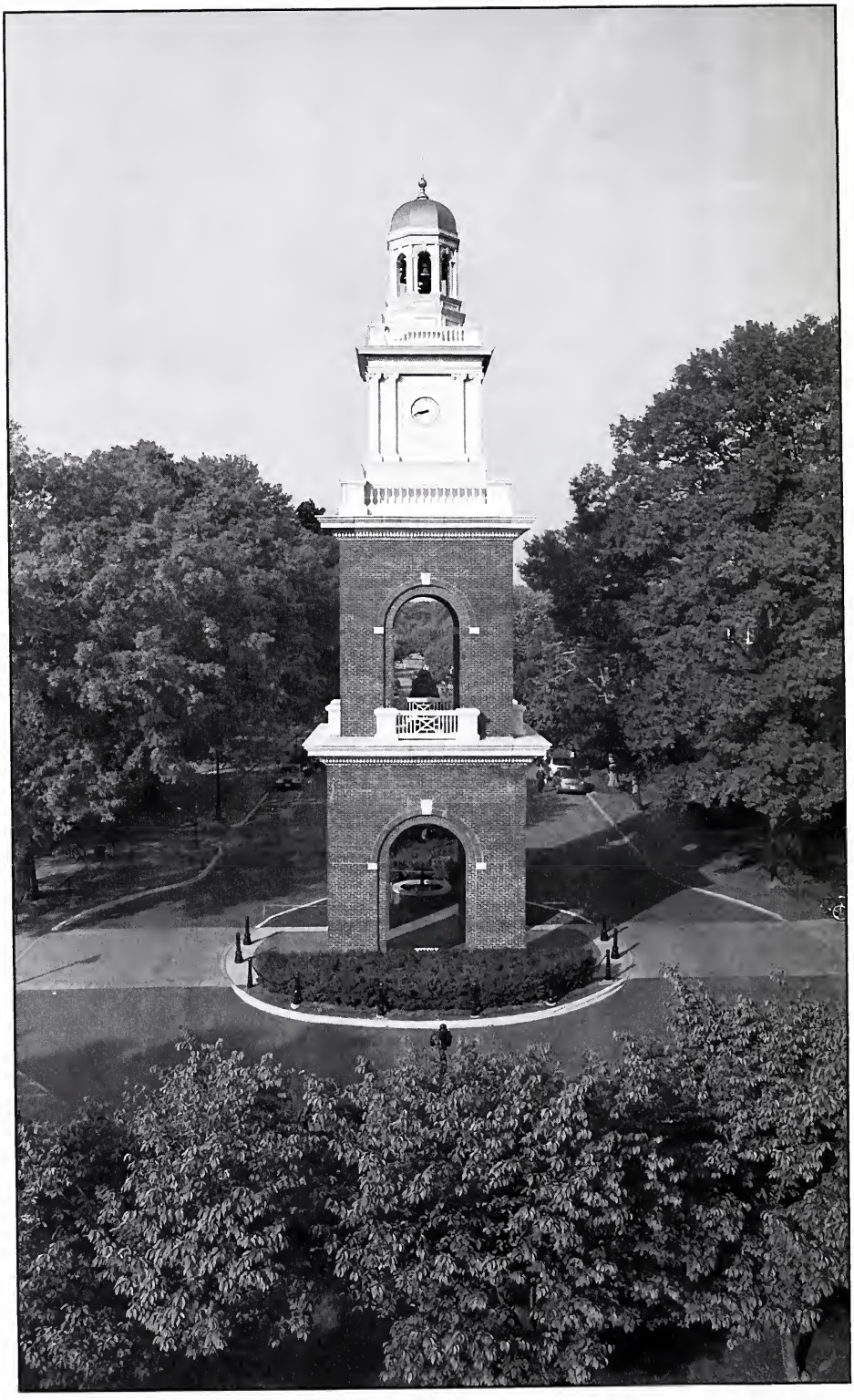
The *Graduate Academic Catalog* of the University of Mary Washington includes the official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually online and in separate documents, which may be obtained from the administrative offices responsible for those areas. All students are responsible for knowing the policies of the University.

Although the listing of courses in this *Catalog* indicates the content and scope of the curriculum, changes do occur, and the actual offerings in any term may differ from those indicated in preliminary announcements. Because programs and policies change from time to time according to procedures established by the faculty and administration of the University, statements in the *Catalog* do not constitute an actual or implied contract between the student and the University. This *Catalog* is also available online, and the definitive version of the *Catalog* shall be the electronic version published on the University website.

The University of Mary Washington is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404/679-4500) to award Bachelor and Master's degrees.



THE UNIVERSITY

Chartered on March 14, 1908, and originally established as a State Normal and Industrial School for Women, the institution has evolved into a state-assisted, coeducational university consisting of two campuses. One is the original campus in Fredericksburg, Virginia, and the second campus, opened in 1999, is in nearby Stafford County. University of Mary Washington is recognized as one of the nation's best small universities by such authoritative publications as *U.S. News and World Report*, *Barron's Profiles of American Colleges*, *The Fiske Guide to Colleges*, and *The Princeton Review*. In addition, programs in business, education, and adult degree completion provide a rich diversity of options that build upon and extend University of Mary Washington's excellence in the liberal arts.

Several factors contribute to the institution's excellence. Foremost among these are the expertise and commitment of the faculty. Members of the faculty are energetically engaged in productive research and scholarship, which lead to the advancement of their particular disciplines. At the same time, however, it is **teaching** that is their primary goal and purpose.

Teaching effectiveness is enhanced by the small size of most classes, which encourages personal interaction between faculty and students. Moreover, faculty devote much attention to students' concerns beyond the classroom, working closely with them on matters of academic, career, and personal development.

Every institution of higher learning accredited by the Southern Association of Colleges and Schools possesses a brief, formal statement of institutional purpose. This statement defines the mission and role of the institution. It also provides a clear sense of overarching direction and a benchmark against which institutional effectiveness may be gauged. The official mission statement of the University, adopted by its governing Rector and Board of Visitors and approved by the State Council of Higher Education for Virginia, is as follows:

UNIVERSITY OF MARY WASHINGTON MISSION STATEMENT

The University of Mary Washington is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.

The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal

responsibility, and service. UMW offers a wide range of undergraduate, graduate, and professional programs, with opportunities for students to engage in disciplinary and interdisciplinary studies, to conduct research, to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning.

UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.

Located in Fredericksburg between our nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to improving the regional quality of life.

We fulfill our mission by immersing students, faculty, and staff in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

HISTORY AND DEVELOPMENT OF THE UNIVERSITY

The institution was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg. The name was changed in 1924 to the State Teachers College at Fredericksburg, and again in 1938 to Mary Washington College, having transformed over the years to Virginia's public liberal arts college for women. Then in 1944, Mary Washington College became affiliated with the University of Virginia as its women's undergraduate arts and sciences division. In 1970 the entire University became coeducational and in 1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution for women and men, with its own governing board. On July 1, 2004, the General Assembly named the institution University of Mary Washington.

Through an emphasis on quality, the University attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately 25 percent of its on-campus resident students are from other states and foreign countries, with the largest population coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban corridor," the University of Mary Washington serves the educational needs of both full-time and part-time students.

To meet the diverse academic goals sought by students in today's society, the undergraduate curriculum is organized into three colleges – the College of Arts and Sciences, the College of Business, and the College of Education.

The various academic departments and disciplines offer more than 30 undergraduate programs. Four undergraduate degrees are awarded: Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, and Bachelor of Professional Studies. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the University's educational philosophy, and commitment to this tradition will continue.

University of Mary Washington also awards graduate degrees: Master of Business Administration (MBA), Master of Science in Management Information Systems (MSMIS), a combined MBA-MSMIS degree, Master of Education, and Master of Science in Elementary Education. Details about these degree programs are available in the University's *Graduate Academic Catalog.* Because the Master of Science in Elementary Education is a fifth-year program that follows directly from the undergraduate degree, details about it are available in the education section of this *Catalog* and in the *Undergraduate Academic Catalog.*

As the University evaluates its offerings, it will build upon its high-quality programs and propose curricular additions and adjustments specifically designed to meet new and increased demands.

COMMUNITY VALUES

Several elements contribute significantly to the fulfillment of the University's mission. One is the encouragement of, and respect for, individual and cultural diversity. The University also insists upon an atmosphere of civility and tolerance consistent with the ideals of a community of scholars. Toward that end, the University embraces a statement of community values and expectations concerning the behavior of its members. This statement declares that the

> *University of Mary Washington is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values:*
>
> - *the importance of personal integrity as reflected in adherence to the Honor Code*
> - *the right of every individual to be treated with dignity and respect at all times*
> - *the acceptance of and respect for diversity in our community and adherence to the University's Statement of Non-Discrimination, and*
> - *the freedom of intellectual inquiry in the pursuit of truth.*
>
> *As members of the University community, we refuse to tolerate behavior that in any way compromises or threatens these values.*

THE HONOR SYSTEM

Another element basic to the University's mission is adherence to the Honor System, which constitutes one of the distinctive features of student life at the institution. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other course work means that the work that the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, an Honor hearing is conducted by an elected Honor Council, with the verdict determined by a randomly selected jury of students. In case of a conviction, the student may receive punishment ranging from community service to permanent dismissal from the University, and the sanction will be noted on the student's permanent academic transcript. All students and faculty should understand that by joining the University of Mary Washington community they commit themselves to living by and upholding the Honor System.

THE CAMPUSES

The learning environment of the University of Mary Washington is further enhanced by the very location and physical characteristics of each campus. The University is named for the mother of George Washington, who lived most of her life in Fredericksburg and is buried near the Fredericksburg campus. Fredericksburg is a place of extraordinary historical significance in both the Revolutionary and Civil War eras. Indeed, the original campus is located on Marye's Heights, a Confederate artillery position in the 1862 Battle of Fredericksburg, and major historic sites abound throughout the area.

The spacious Fredericksburg campus, located in an established residential neighborhood, is exceptionally attractive. Both academic and residential buildings, consistent in their neoclassical, Jeffersonian style of architecture, are interspersed along a wide brick Campus Walk that extends for more than a half-mile from one end of campus to the other. With vehicular traffic and parking confined to the edges of campus, the grounds offer extensive park-like space including substantial stretches of lawn and large wooded areas.

The Stafford campus, located seven miles north of the Fredericksburg campus, is situated on a wooded 48-acre site in the heart of one of the region's rapidly developing business, technology, and residential corridors. The campus location, parking, and modern architectural design have been carefully tailored to maximize convenience and educational quality for working adult commuting students, while remaining faithful to the high aesthetic standards of the University.

Two historic sites are also owned and administered by the University of Mary Washington: Belmont, the home of famed impressionist artist Gari

Melchers, and the James Monroe Museum and Memorial Library, located on the site of James Monroe's Fredericksburg law office. Overlooking the Rappahannock River, Belmont is a carefully restored 18th-century house and early 20th-century artist's studio, which now serves as a gallery of Melchers' work. The James Monroe Museum illustrates and educates about the life and times of America's fifth president and houses artifacts, an archive, and a presidential library. Working in conjunction with the University's Department of Historic Preservation, the Museum promotes education in museum practice, research, public history, and collections management.

Whatever degree program students may choose – and whether they reside on campus or commute – the aim of the University of Mary Washington is not merely to ensure that its students are well-trained in a discipline and well-prepared for productive employment. The basic goal of the University is much broader and ultimately more important: to ensure the development of those skills of writing, speaking, and critical thinking that make possible a lifetime of creativity and intellectual development.

In short, the University of Mary Washington – through its rich history, educational philosophy, and exceptional environment for learning – offers today's students a superior opportunity for obtaining a broad, liberal education based upon honesty, freedom of inquiry, personal responsibility, and intellectual integrity that will provide the foundation for meeting the challenges and attaining the potentialities of the 21st century.

STATEMENT OF NON-DISCRIMINATION

The University of Mary Washington subscribes to the principles of equal opportunity and affirmative action. The University does not discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sexual orientation, sex, or age in recruiting, admitting, and enrolling students or in hiring and promoting faculty and staff members. The University will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination or questions should be directed to the AAEEO Officer of the University.

ADMISSION AND ENROLLMENT

OFFICE OF ADMISSIONS FOR ADULT PROGRAMS

The Office of Admissions for Adult Programs is the primary point of contact for prospective students interested in all academic programs offered on the Stafford campus. Prospective students should contact the admissions office to schedule individual interviews, attend information sessions, or request application materials. New students and students seeking readmission after an absence of three or more consecutive semesters must apply through the admissions office. The admissions office provides services that include:

- Information and application materials for degree and certificate programs;
- Monthly information sessions;
- One-on-one preadmission counseling;
- Review of applications; and
- Ongoing communication with prospective students throughout the admissions process.

OFFICE OF THE REGISTRAR

Students may refer to the University's *Guide to Registration* for information related to enrollment. They are also encouraged to review registration details online at www.umw.edu/registrar for the most up-to-date enrollment information.

ENROLLMENT POLICIES AND PROCEDURES

Add

Students may add courses during the official add period after the initial registration period. The official course-add period is published for fall, spring, and summer in the *Guide to Registration.*

Audit

Students may attend a course but receive no academic credit by completing the audit registration process and paying the appropriate fees. Auditing of courses is permitted in non-restricted courses on a space-available basis. Audit registration procedures, dates, and costs are available in the Office of Admissions.

Course Load

Graduate student load definitions, as determined by the U.S. Department of Education and the U.S. Department of Veterans Affairs, are:

full time	9 or more credits
part time	fewer than 9 credits
3/4 time	6 credits
more than 1/4 but less than 1/2 time	3 credits

Drop

Students may drop courses before classes begin without financial or academic penalty. However, once classes begin, students may withdraw from courses based on the calendar included in the *Guide to Registration.* The amount of refund, if any, is based on the refund schedules published in the *Guide to Registration.* Nonattendance in a course does not constitute a course drop; a course drop is official only if the student has completed the course drop process through the Office of the Registrar.

Courses cannot be dropped after the published deadlines unless a student withdraws completely from the semester or summer session. Courses that are taught in short time frames or that have either beginning or ending dates different from the beginning or ending dates of the regular full academic semester or summer session have published drop/withdrawal guidelines specific to the dates of the course.

Students who drop all courses in which they are registered must withdraw from the University. ***Information on Voluntary Withdrawal is available in this section.***

Instructor-Initiated Drop

Instructors have the authority but are not required to initiate a drop for students during the first week of classes if the student does not attend:

- the **first and second** meetings of a class that meets three times per week.
- the **first and second** meetings of a class that meets two times per week.
- the **first** meeting of a class that meets once each week.

Overload

Students with a cumulative 3.50 grade point average (GPA) in graduate work or with a 3.50 GPA in graduate work for the most recently completed semester or summer session may register for a course load up to 12 credits per semester (not to exceed six credits per eight-week session) including undergraduate foundation credits. To register for more than 12 credits per semester or summer session, permission must be obtained—in writing—from the appropriate academic program director and the department chair.

Students who have *less than* a cumulative 3.50 GPA in graduate work or less than a 3.50 GPA in graduate work for the most recently completed semester or summer session may register for a course load up to six credits per semester or summer session, including undergraduate foundation credits. To register for more than six credits, students must submit a written request, with sufficient justification for the overload, to the appropriate academic program director and the department chair. The request may require additional review by the dean. If the overload is approved, the department chair grants permission in writing, and includes the number of credits approved.

Permission may be granted to students for an overload if evidence is presented of strong academic achievement in the recent completion of graduate course work at a prior institution.

Non-degree students pursuing admission to, and enrollment in, graduate course work must secure permission for enrollment from the appropriate academic program director and may not register for more than a total of six credits prior to enrolling in a degree program.

Section Change

Students may officially change sections of a course during the add period (usually the initial week of the course) by dropping one section and adding the new section of the course in accordance with Office of the Registrar procedures. Attending the new section and not attending the old section does not constitute an official change of section. Section changes are official only if the student has completed the course change process. The official last day to change sections is published in the *Guide to Registration.*

Withdrawal, Administrative

The administrative withdrawal of a student from a given semester or summer session is an action required as a result of either a disciplinary or Honor violation, or improper course enrollment as deemed by the University administration, and is not a voluntary action taken by the student. Such withdrawals may be noted on the student's permanent record, including whether the student is eligible to return to study.

Withdrawal, Voluntary

Regardless of the date, students who wish to drop all of their courses are voluntarily withdrawing from study for that semester or summer session. Such

withdrawals must be completed by the last day of class for the semester or summer session. If students have received grades in a completed course, within the semester or summer session, they are not eligible to withdraw. In this case, students may drop courses registered for in the upcoming or current session; however, these students are subject to drop policies for the courses, and grades received for courses in completed sessions are recorded as part of the student's permanent academic record.

Students must complete a withdrawal form and obtain the required approvals. Students are fully responsible for all outstanding charges on their account, and are not permitted to return to the University or register for courses until their account is cleared. A student who withdraws may return to study within three semesters, excluding summer, without applying for readmission to the University, if the student's cumulative grade-point average is 3.0 or higher, the student's account is in good standing, and all other obligations to the University have been met. If a student remains withdrawn for more than three semesters, excluding summer, the student must apply for readmission. ***Information on Readmission is available in the Academic Rules and Regulations section.*** Any refunds due at the time of withdrawal are based on the refund schedule for the period published in the *Guide to Registration.* Such withdrawals are noted on the student's permanent record.

DEFINITIONS RELATED TO ENROLLMENT AND REGISTRATION

Corequisite and Prerequisite Courses

Corequisite courses are two or more courses that must be completed concurrently.

A course that is required to be completed before enrollment in another course is considered a prerequisite course. Prerequisite courses must be taken in the appropriate sequence to count toward graduation. No student may enroll in a course with prerequisites unless the prerequisite courses have been successfully completed, or waived by the program director. The appropriate department chair resolves prerequisite rule violations.

Course Numbering

The course number is a four-letter discipline code plus a three-digit number delineating the course level. Courses numbered below the 100 level do not carry credit that may be applied to a degree. Lower level undergraduate courses are numbered in the 100s and 200s and are typically introductory courses requiring little or no prior study in the field. Upper level undergraduate courses are numbered in 300s and 400s and require some previous course work in the field or a level of competence in the subject. Courses offered at the 500 level are graduate-level courses. Courses that are numbered in the 800s and 900s are nondegree professional development courses either at the pre- or

post-baccalaureate level. These courses cannot be used toward the completion of degree programs at the University.

Directed Study

Degree or certificate students may undertake a directed study for academic credit to investigate a topic that is not covered by course offerings. Permission for a directed study project is granted by the daprtment chair, if there is an appropriate faculty member available to guide the student's work. Students register for directed study projects with the Office of the Registrar by completing a directed study form signed by the supervising faculty member and the dapartmetn chair. Nondegree-seeking students may not enroll in directed study.

Schedule of Courses

The Office of the Registrar maintains the official listing of courses offered each fall, spring, and summer on its web site. All University courses adhere to the Southern Association of Colleges and Schools' accreditation guidelines and provide contact hours commensurate with the credits earned.

STUDENT RECORDS

Confidentiality of Student Records

All student records maintained by University academic and administrative offices are confidential. Only such information that is necessary for appropriate business and academic procedures is maintained in the official student record. University officials may access student records for the purpose of conducting student business.

Directory Information

The University may release "Directory Information" as defined by the University under the authority of the Family Educational Rights and Privacy Act (FERPA), unless the student informs the University's Office of the Registrar that all or part of such information should not be released without the student's prior consent. Directory Information includes a student's addresses (home, mailing, email), telephone numbers, class level, previous institution(s) attended, major fields of study, awards, honors (including Dean's List and President's List), degree(s) conferred (including dates), dates of attendance, past and present participation in officially recognized sports and activities, and physical factors (e.g., height and weight of athletes). A request to withhold Directory Information must be received in writing on an annual basis by the Office of the Registrar. A form is available for this purpose from the Office of the Registrar. If this form is not received in the Office of the Registrar by May 1 preceding the academic year, selected Directory Information will appear in the University's telephone directory due to press deadlines. Note that "name" is not considered Directory Information and will appear in the telephone directory,

along with the designation "Unlisted."

Counseling and Psychological Services (CAPS) records, as well as medical records, are not included in the category of information open to inspection; however, such records may be personally reviewed by a physician or other appropriate professional of the student's choice.

Confidential records maintained by the director of disability services are open to inspection with limitations. Students may request a copy of disability documentation that is generated by the office, but may not request access to the director's personal notes, to test protocols, or to information released by private practitioners or by other agencies. Disclosure related to the student's disability is released neither to any faculty member nor to another University office without the student's permission. With the student's written permission, disability documentation generated by the Office of Disability Services may be released to any specified persons and agencies.

Custodians of educational records are not required to give access to financial records of parents or any information contained therein, nor are they required to give access to confidential letters and statements of recommendation that were placed in the educational records prior to January 1, 1975, or to which the student has waived the right of access.

Directory Information may not be provided to any individual, company or entity for commercial purposes unless the release of this information is specifically authorized by the student or approved in writing by the Office of the President.

Permanent Record

The permanent record consists of the documents that are maintained for each student that must be kept in perpetuity either in hard copy or electronically. Examples include admission applications, any exception granted by the University, and records of disciplinary action. Letters of recommendation are excluded for undergraduate students but included in the records of graduate students. Students may view their permanent record, in accordance with the Family Educational Rights and Privacy Act of 1974, by contacting the Office of the Registrar.

Verification of Enrollment

Verification of enrollment for a specified time period can be obtained from the Office of the Registrar by submitting a written request authorizing the release of the verification.

ACADEMIC DISPUTES

If there is a dispute between a student and a faculty member concerning a decision of the faculty member, every effort should be made by them to resolve the matter. If the disagreement cannot be resolved, the student may request a review of this decision no later than the end of the following semester,

recognizing that the burden of proof is on the student. In such cases, the following procedure is to be followed:

The student will submit a written statement of the matter under dispute, with any supporting material, to the chairperson of the department of the faculty member concerned (or to the College Dean, if the dispute is with the chairperson), with a copy sent to the faculty member.

1. Within seven (7) days, the chairperson will review the dispute, consulting with the faculty member and student concerned, with other department members as appropriate, and will attempt to settle the dispute. If agreement is reached at this level, the process ends.
2. If either party does not accept the recommendation of the chairperson, the chairperson will forward all material including his or her recommendation to the college dean.
3. The College Dean will review the material submitted and will determine whether or not further consideration of the matter would be fruitful. If the decision is that it would not be fruitful, the dean of the faculty will render a final decision. If further consideration is needed, the matter will be referred to an academic review board to act as a conciliator between the student and the faculty member.
4. The college in which the faculty member is housed is will determine the makeup of the academic review board.
5. The academic review board will hear the evidence of both the student and the faculty member on the matter and, within two weeks of being convened, communicate its recommendation to the College Dean with copies to the student, faculty member and chairperson involved.
6. The dean of the college will then render a decision, which will be final.

If a student believes the faculty member has committed a breach of professional ethics, this should be conveyed to the chairperson or to the Dean's office, for administrative review.

ACADEMIC RULES AND REGULATIONS

Grades. Academic performance in graduate courses is rated according to the following system:

A	4.00 quality points	C	2.00 quality points
A-	3.70 quality points	C-	1.70 quality points
B+	3.30 quality points	D+	1.30 quality points
B	3.00 quality points	D	1.00 quality points
B-	2.70 quality points	F	0.00 quality points
C+	2.30 quality points		

The following grades carry 0.00 quality points: W (Course Withdrawal), I (Incomplete), G (Delayed Grade), and TR (Transfer Credit). Note: The MBA, MSMIS, and MBA-MSMIS Dual Degree programs do not use C-, D+, or D to evaluate student academic performance.

Non-degree status. Students who enroll in courses but have not been accepted into any degree or certificate program are defined as non-degree students. The same academic rules, regulations, and procedures that govern degree students also govern non-degree students. All credits earned by a student in any certificate program or in a non-degree status may be applied toward a degree program if the courses qualify as degree requirements or electives.

Non-degree graduate students may complete a maximum of six graduate credits, with approval from the program director. Such students are required to provide transcripts showing completion of a baccalaureate degree from a regionally-accredited college or university prior to obtaining non-degree status.

Reenrollment, Readmission, and Leave of Absence Policies. All degree-seeking students in good academic standing who enroll each semester, without interruption, are considered continuing students. Students maintain reenrollment status by completing advance registration each semester.

Graduate degree students who do not enroll for three consecutive semesters must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission.

Degree students who interrupt their program of study, either by withdrawing during a semester or summer session or by not enrolling at the University for a semester or summer session, but who wish to return after a given period of time away, must request an official Leave of Absence prior to the beginning of the first semester or summer session of absence or at the time of withdrawal by contacting the Office of the Registrar. Degree students who do not attend classes at the University, and for a specific period of time attend courses at another institution, also must request a Leave of Absence to remain on active status in their degree program.

A graduate degree student on Leave of Absence who reenrolls within one semester or summer session after the approved Leave of Absence will be permitted to complete the degree program and satisfy the requirements in effect when the student began.

Graduate students who do not request a Leave of Absence and return within three consecutive semesters will be required to comply with any changes in academic regulations and degree requirements made during their absence. Additionally, those graduate students not on an official Leave of Absence may be subject to review by the appropriate graduate program Continuance Committee and may have additional requirements set for reenrollment by the appropriate graduate program Continuance Committee.

FEES AND FINANCIAL AID

TUITION AND FEES

Tuition and fees are approved by the Board of Visitors prior to each academic year. The yearly tuition and fee schedule can be found on the Student Accounts website (www.umw.edu/studentaccounts). Any changes to the schedule of fees will be announced immediately. Questions about fees and payment procedures should be directed to the Office of Student Accounts in Lee Hall (540/654-1250). Questions about financial aid or assistance should be addressed to the Office of Financial Aid, Lee Hall (540/654-2468).

Residential Fee. The residential fee is the cost per semester for on campus housing. This fee includes health center services; however, students may incur additional charges for prescriptions, injections, medical supplies, etc.

Meal Plans. University of Mary Washington offers different meal plan options to residential students: a Super Meal, 275 block, 225 block, 150 block, or 90 Meal Block plan (for students residing in the UMW Apartments, Eagle Landing, or commuter students). Each meal plan comes with flex dollars, which may be used to purchase additional meals or to eat in the Eagle's Nest or the Underground. EagleOne Dollars may also be used for additional dining meals. All residential students are required to enroll in a meal plan. All freshmen may choose from the Super Meal, 275, or 225 block plan. A five-meal plan is available to commuting students only. Commuting students may sign up for any of the plans offered at UMW.

UMW EAGLEONE CARD

The University of Mary Washington EagleOne Identification Card is the only card a student needs at the University. The card acts as a form of identification allowing access to the library, gymnasium, and other University buildings and activities. It contains the student's meal plan and flex dollar information for University food service. It is also a debit card. Money may be added in the form of EagleOne Dollars, which can then be debited from the balance for use in the University Bookstore, the Eagle's Nest, the Underground, the Restaurants at Seacobeck, UMW Health Center, laundry, vending, University Tennis Center, theater productions, 22 pay-to-print locations, Copy

Center, Post Office, EagleExpress Cart, and other locations on campus. In addition, various Fredericksburg area merchants accept the EagleOne card as payment. A list of participating merchants is available online at eagleone.umw.edu. EagleOne cardholders may check their account balances, deposit funds, and download statements at eagleone.umw.edu.

OTHER FEES

All other fees vary by academic year. For the most up-to-date fees please visit the Student Accounts website (www.umw.edu/studentaccounts).

Mandatory Processing Fee. A non-refundable mandatory processing fee is charged to any student who registers for classes. If the student cancels prior to the start of the semester or withdraws during the semester he or she is still responsible for paying the mandatory processing fee.

Audit Fee. This fee is incurred when students take a course for no credit, and is charged to all graduate students who audit a class. Auditing a course is permitted on a space-available basis in courses where approval to audit is granted.

Credit-by-Examination. Degree-seeking students are charged a fee when taking examinations for which credit may be awarded.

Special Course Fees. Some classes require the payment of a special instructional fee in addition to the tuition charge.

Study Abroad Fee. All students studying abroad must pay the study abroad fee. The fee applies to study abroad programs occurring in the summer session, a semester, or the full academic year.

Late Payment Fee. A fee, which is 10 percent of the unpaid account balance (up to $250), will be charged to students whose accounts are not paid in full by the invoice due date. Interest may also be charged on all past due accounts.

Returned Check Fee. There is a service charge for each check returned for insufficient funds or similar reasons. A cashier's check or cash is then required in place of the returned check. Checks returned for insufficient funds will be considered as nonpayment and subject to the 10 percent late fee.

Parking Fee. There is a parking fee for students on the Fredericksburg campus each academic year.

TERMS AND METHODS OF PAYMENT

University of Mary Washington accepts payments in a variety of ways. For complete details, see the Office of Student Accounts' web page regarding "Making Payments," found at www.umw.edu/cashier/payments.

All fees, including room and board, are billed to students through EagleNet and are payable in advance of the beginning of the semester. If a student wishes to designate additional authorized payers, he/she may do so through EaglePAY. This will allow those authorized by the student to access

the student's bill. For further instructions, please contact the Office of Student Accounts.

Room Deposits. For any graduate student electing to reside in UMW housing, a required amount is to be paid once a housing application is submitted. This deposit is a contingent fee to be refunded less any outstanding balance at the point you either graduate or move off campus. Contact the Office of Residence Life for additional information about housing deposits.

Statements and Due Dates. The University emails each student a notification that a bill is available for viewing online well in advance of the beginning of each semester. Payment is due by the date specified on the statement. Payment plans are offered to degree seeking students through a third party approved by the University. If you are interested in this option please visit the Student Accounts website (www.umw.edu/studentaccounts).

If a full-time student has not received a statement of charges within 20 days before the beginning of the semester, the student should notify the Office of Student Accounts as soon as possible.

Throughout the semester a student's account may include any charges incurred for library fines, lost library books, parking tickets, prescriptions, lost keys, building and equipment damage, and other miscellaneous charges. Any student whose full account has not been settled may not receive grades or transcripts, be able to pre-register for classes, or be eligible to return to the University until the account is settled.

Scholarship and Loan Awards. Normally, one-half of the annual financial aid awarded through the Office of Financial Aid is shown on each semester statement. Stafford, parent, and alternative loans are not shown until the proceeds are received. The loan amounts may be deducted from the bill (less any lender fees), as long as the loan has been processed and the disbursement is pending. If state, federal, or UMW grants/scholarships that were awarded are not credited on the statement, the student may check the EagleNet portal for missing documents and then contact the Office of Financial Aid. Some scholarships are not paid until the successful completion of the semester. In these cases, the bill must be paid in full by the due date to avoid late charges.

A student receiving financial aid from a source other than the University must make sure the Office of Student Accounts receives official notification by the statement due date of the award, its amount, and method of payment. Failure to provide official notification could result in a student's account being delinquent. Awards and loans from sources other than the University will not be credited to the account until they are actually received at the Cashier's Office. One half of the award will be shown on each semester unless otherwise directed in writing by the granting source.

Delinquent Accounts. Any charge incurred in collecting a delinquent account will be added to the account. This applies but is not limited to charges by an attorney or collection agency.

Refund of Fees. A student who withdraws from the University during the semester should promptly complete an official withdrawal form in the Office of the Registrar in Lee Hall (Fredericksburg campus) or on the Stafford campus. A copy of the form must be sent or delivered to the Office of Student Accounts and will serve as the basis for withdrawal charges and credits.

CLASSIFICATION AS A VIRGINIA STUDENT

The *Code of Virginia,* section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. Please refer to the State Council of Higher Education for Virginia's website (www.schev.edu/Students/VAdomicileguidelines.asp) for clarification on eligibility and any changes to the code of Virginia regarding tuition benefit provisions.

In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state primarily to attend school does not constitute legal domicile. Certain exceptions are made for military personnel and their dependents. Detailed questions about domiciliary status are part of each application for admission. Questions about residency status should be directed to the Office of Admissions (540/654-2486), or Office of Student Accounts (540/654-1250).

SENIOR CITIZENS

A legal resident of Virginia 60 years of age or older shall be permitted under regulations prescribed by the State Council of Higher Education to (1) register for and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has an individual taxable income not exceeding $15,000 for federal income tax purposes for the year preceding the year in which the enrollment is sought, (2) register for and audit courses offered for academic credit, and (3) register for and enroll in non-credit courses in any state institution of higher education in this Commonwealth on a space-available basis.

Senior citizens pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers.

A legal resident of Virginia 60 years of age or older with Federal taxable income not exceeding $15,000 may audit credit courses or enroll in non-credit courses without paying general University fees, but must pay general University fees to take courses for University credit. Additional information is available through the office of the Registrar (540/654-1063).

VIRGINIA MILITARY SURVIVORS AND DEPENDENTS EDUCATION PROGRAM

The Virginia Military Survivors and Dependents Education Program (VMSDEP) provides education benefits to spouses and children of military members killed, missing in action, taken prisoner, or who became at least 90 percent disabled as a result of military service in an armed conflict.

VMSDEP provides educational benefits for children of certain Virginians who served in the Armed Forces of the United States. Eligible children attending public colleges and universities in Virginia are admitted free of tuition and all required fees. (See the *Code of Virginia,* Section 23-7.4:1.)

Additional information is available through the Office of Student Accounts (540/654-1250).

VETRAN'S BENEFITS

Students who have questions about Veteran Affairs (VA) benefits prior to admission should address inquiries to the Veterans Inquiry Unit at the U.S. Department of Veterans Affairs Regional Office, 210 Franklin Road S.W., Roanoke, VA 24011, 888/442-4551, www.gibill.va.gov. Students who have questions about VA benefits after admission should address inquiries to the Registrar's Office on either campus.

FINANCIAL AID

The University of Mary Washington offers financial aid to students without regard to physical ability, political affiliation, marital status, sex, color, race, religion, age, or national origin. Each year, UMW administers over $18 million in financial assistance, including educational loans totaling $14 million, for students at both the Fredericksburg and Stafford campuses. Through a comprehensive program of grants, scholarships, loans and student employment from federal, state, institutional and private resources, the Office of Financial Aid strives to assist applicants with various aid sources to pay for college expenses. Financial assistance, including scholarships, offered through the Office of Financial Aid is need-based and requires results from the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.

Typically, non-Virginia students with an Expected Family Contribution or EFC of $2000 or more can expect to receive Federal Stafford student loans, possible student employment and, if eligible, Pell grants. Students with need who are residents of the Commonwealth of Virginia, may be eligible for Virginia state scholarship and grants. Priority for all scholarships and grants is given to students who maintain a minimum 2.000 UMW cumulative grade point average. Many programs require a higher grade point average.

Freshmen and transfer students must complete the FAFSA or file on-line before March 1. Returning students must file by March 15. The Federal (Title

IV) school code for the University of Mary Washington is 003746. Current students selected for verification and all first-time students, as well as parents of dependent students, must submit copies of their federal tax returns to the Office of Financial Aid in early May. Students not meeting filing and submission dates will be considered for assistance AFTER on-time filers. Since funds are limited, this may result in otherwise eligible students not receiving awards. Students must be enrolled at least half-time to receive aid.

Satisfactory Academic Progression Policy. To receive financial aid in subsequent years, students must complete a minimum of 75% (rounded up to the nearest whole number) of the credit hours attempted in an academic period. For example, full-time students enrolled for 30 credit hours during an academic year must successfully complete a minimum of 23 credits. By the same standard, part-time students enrolled for a total of 12 credits must complete a minimum of 9 credits. Enrollment is verified approximately three weeks after the start of classes. The complete Satisfactory Academic Progression policy is posted on the financial aid Web page at www.umw.edu/financialaid/sap/default.php. Graduate students must have a cumulative grade point average (CGPA) of 2.000 for courses at UMW.

Students who reduce their course loads or completely withdraw from UMW may owe refunds to federal, state, or institutional programs. The return of federal funds is calculated in accordance with federal guidelines and is prorated based on the actual days the student attended classes. For example, a student who withdraws after 30 days of attendance in a 105-day semester is entitled to 29% of aid disbursed. The return of State and University funds is determined by requirements of the programs. Students who withdraw prior to enrollment verification may have all aid returned.

Coursework accepted from other institutions is included in the total number of credit hours, but is not factored into the CGPA. Satisfactory Academic Progress is checked at the end of the spring semester. Students who do not meet the above criteria may request reevaluation at the end of summer sessions or the fall semester if additional courses have been completed to meet these requirements.

Students may apply for Mary Washington Endowed Scholarships by completing the "Scholarship Information Form," on or before May 31 (available on the financial aid Web page). Scholarship selection is based on academic and/or financial criteria and some qualifications can include participation in various volunteer and leadership positions. Students must complete the FAFSA to determine eligibility for need-based scholarships. Candidates are selected, through committee, during the month of June for the following academic year.

Detailed information for both campuses is available at www.umw.edu/financialaid and the Office of Financial Aid (540/654-2468).

COLLEGE OF BUSINESS

The new UMW College of Business delivers graduate and undergraduate degree programs that provide opportunities for learning and professional development through delivery methods designed for traditional and non-traditional students.

This mission is facilitated by:

- business faculty committed to excellence and continuous improvement in teaching, intellectual contribution and service to the profession and the community.
- an undergraduate curriculum that emphasizes a broad liberal arts foundation, technology, ethics and communication.
- a graduate curriculum based in critical thinking, ethics, analysis, research, communication, technological skills, and a global perspective.

Our graduate programs, described in detail below, include a Masters of Business Administration (MBA), a Masters of Science in Management Information Systems (MSMIS) and a dual degree program leading to both MBA and MSMIS degrees. The Director of the MBA program is Dr. Galen deGraff. Dr. Mukesh Srivastava is the Director of the MSMIS program. Together they share responsibility for the dual degree program.

DEPARTMENT OF ACCOUNTING AND MANAGEMENT INFORMATION SYSTEMS

Daniel J. Hubbard, *Chair*

Faculty

Professors
Gail D. Brooks
R. Leigh Frackelton, Jr.

Associate Professors
Daniel J. Hubbard
Kenneth D. Machande
Mukesh Srivastava

Assistant Professors
Kimberley L. Kinsley
Lester G. Phares
Xiaofeng Zhao

Instructor
Gladys M. Gomez

DEPARTMENT OF MANAGEMENT AND MARKETING

Raul A Chavez-Negrete, *Chair*

Faculty

Professors
Galen F. deGraff
Alan G. Heffner
Margaret A. Mi
Larry W. Penwell

Associate Professors
Raul A. Chavez-Negrete
G. Robert Greene
Louis A. Martinette

Assistant Professors
Elaine M. Asper
Wei Chen
Carole Ann Creque
Cheryl L. Hawkinson-Melkun

Senior Lecturers
Smita Jain Oxford
Fred T. Whitman

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) provides a quality graduate program for experienced professionals who want to assume management and leadership positions in a variety of organizational settings. The program encompasses the knowledge and skills necessary for effectively managing both the technical and the human sides of organizations.

The curriculum consists of foundation courses, core courses, and elective courses that combine business theory with current business practice. The foundation and core courses provide a common body of knowledge required for effective performance in today's unpredictable global business environment. Complementing this common body of knowledge are a variety of electives from which students can choose, depending on their professional interests.

MBA PROGRAM MISSION STATEMENT

The University of Mary Washington's MBA program provides a distinctive blend of opportunities for learning, scholarship, and professional development to meet the needs of a diverse student population. The program is particularly designed for those individuals whose job and family responsibilities require the flexibility to pursue the MBA on a part-time basis without interrupting their careers. The curriculum, based on ethical decision-making, critical thinking, research design and data analysis, technological proficiency, communication expertise, national and global business perspectives, is designed to produce creative leaders.

The program is facilitated by a faculty with extensive business experience and academic credentials, committed to excellence in teaching, research and scholarship contributing to knowledge in their disciplines, and service to the regional business community.

ADMISSION REQUIREMENTS FOR THE MBA PROGRAM

Admission to the MBA program is based upon a variety of factors: academic achievements, professional work experience, professional goals, and professional recommendations. The following are admission requirements for the MBA program:

1. A completed application;
2. An earned baccalaureate degree from a regionally-accredited college or university;

3. Official transcripts of all completed undergraduate and graduate course work;
4. A minimum undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale during the last 60 credits of the baccalaureate program. Students whose undergraduate GPA is lower than 3.0 may be required to take the GMAT;
5. A résumé outlining experiences and education including, preferably, at least two years of full-time professional or technical work experience;
6. Two professional or academic recommendations;
7. A statement of professional goals and how the MBA will help achieve them; and
8. Demonstration of competency on the Test of English as a Foreign Language, as necessary, if the student's native language is not English.

PROVISIONAL ADMISSION REQUIREMENTS

Undergraduate students at the University may apply for entrance into an approved accelerated Bachelor of Professional Studies-Master of Business Administration program prior to completion of their baccalaureate work. Under these circumstances, the following are admission requirements for such students:

- The student has satisfactorily completed at least 60 undergraduate credits;
- The student's completed credits and those in which the student is currently enrolled total at least 75 credits toward the undergraduate degree;
- The student's completed credits and those in which the student is currently enrolled total at least 21 credits toward the undergraduate major or concentration;
- The student has a minimum 3.0 overall GPA;
- The student has a minimum 3.25 GPA in courses completed toward his/her major or concentration;
- The student has submitted a completed MBA application; and
- The student has provided three letters of recommendation from faculty (may include the department chair or advisor).

PROVISIONAL ACCEPTANCE INTO THE PROGRAM

Acceptance is considered provisional until the undergraduate degree has been completed. Undergraduate students at UMW provisionally accepted

into the MBA program will be given an opportunity to complete up to 12 graduate credits and to have these credits count toward the requirements of the undergraduate degree and the MBA degree in approved accelerated programs. Provisional acceptance will be changed to full acceptance at the time of undergraduate degree completion provided that students continue to meet all MBA admission and academic requirements.

PROVISIONAL STATUS PROGRAM REQUIREMENTS

Only UMW undergraduate students seeking enrollment in approved accelerated graduate programs will be considered for undergraduate provisional acceptance into the MBA program. Undergraduate students provisionally accepted into the MBA program must meet all MBA degree requirements, including foundation course requirements, in order to graduate with an MBA degree. The foundation course requirements may be met from designated undergraduate courses or equivalent course work.

Courses intended to meet foundation requirements must be approved by the MBA faculty advisor. Students must earn a grade of B or higher in each of the courses.

A maximum of 12 credits may be jointly applied toward undergraduate and graduate degree requirements in approved accelerated programs with appropriate approval from both the MBA faculty advisor and the undergraduate faculty advisor. The 12 credits must be MBA program courses. Other courses may be substituted only upon special request and with the approval of the MBA faculty advisor.

Students must meet with their assigned MBA faculty advisor after provisional acceptance into the program and before the beginning of the following semester or summer session to fill out the MBA provisional program plan outlining the 12 jointly applied credits planned during their remaining undergraduate degree completion work and the courses planned or already taken to meet the MBA foundation requirements. Each program plan must be signed and dated by the student, the MBA faculty advisor, and the undergraduate degree advisor.

The approved jointly applied credits will fulfill MBA degree requirements as specified in the approved MBA provisional program plan. Undergraduate students must earn a grade of B or higher in each course applied toward the MBA degree requirements. Students who do not meet this requirement must consult with the MBA faculty advisor regarding their degree plan.

MBA DEGREE REQUIREMENTS

Successful completion of all required foundation courses or their equivalents, core courses, and elective courses with a cumulative grade-point average of 3.0 or higher is required to meet degree requirements. All required course work must be completed within six years of matriculation into the program.

FOUNDATION COURSE WAIVERS

The foundation course component is designed to provide the essential business knowledge and skills required for successful completion of the MBA program. The undergraduate foundation courses provide a non-business undergraduate student with a knowledge base comparable to that of a student with an undergraduate business degree. Some of the foundation courses may be waived through a variety of means:

- Completion of comparable course work from a regionally-accredited college or university with a grade of B or higher within 10 years from date of admission to the MBA program.
- Successfully passing an examination addressing the course content. A foundation course may be challenged by exam only one time, as follows:
  - CLEP or DANTES Exam *or*
  - Faculty-developed exam, administered at the discretion of MBA faculty.

It is the responsibility of the MBA applicant to demonstrate why and how a foundation course should be waived.

TRANSFER COURSES

Ordinarily, a maximum of six graduate credits can be transferred into the MBA program. To be accepted for transfer credit, courses must have been taken from a regionally-accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MBA program courses. Transfer credit is not given for internship or practicum experiences.

ORIENTATION SESSION

Prior to the start of every semester or summer session, new students are expected to participate in an orientation session. This session, offered through advising support personnel, includes introductions of University staff, relevant University policies and procedures, and computer and library resources.

REQUIREMENTS FOR CONTINUANCE IN THE MBA PROGRAM

All matriculated MBA students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MBA program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) each semester or summer session to remain in good academic standing. Any student

whose cumulative GPA is below 3.0 at the end of any semester or summer session will have the following term to correct the deficiency.

A student who earns three Cs (including C+) or one F in graduate courses in the program will automatically be suspended from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

READMISSION TO THE MBA PROGRAM

Students who have not attended the University for three consecutive semesters must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the six-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MBA is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original six-year time limit.

A student who has been suspended from the program may apply for readmission after a lapse of three semesters. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

MBA COURSE REQUIREMENTS (37-67 CREDITS)

Foundation Courses (1-25 credits)

ACCT 201 Accounting for Managers (3 credits)
BPST 314 Business Legal Environment (3 credits)
BPST 316 Statistics for Managers (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 311 The Management Process (3 credits)
LRSP 331 Organizational Behavior (3 credits)
LRSP 400 Introduction to the MBA Program (1 credit)
LRSP 412 Marketing for Managers (3 credits)
LRSP 433 Production/Operations Management (3 credits)

Note: *Students admitted fall 2007 or later must complete all foundation courses before enrolling in graduate courses, with the exception of MBUS 501A and MMIS 500. Any student who earns a grade below C in a foundation course taken at the University must retake the course and earn a C or higher.*

Note: *After admission to the MBA program, CLEP and DANTES exams*

may not be used to satisfy MBA foundation course requirements without prior approval of the department chair. Students who complete a post-baccalaureate or graduate business certificate and are later admitted to the MBA program must complete any remaining foundation courses prior to taking additional graduate-level courses.

Core Courses (24 credits)

LRSP 400 Introduction to the MBA Program (1 credit)
MBUS 501A Organization Theory and Design (3 credits)
MBUS 502 Financial Decision Making for Managers (3 credits)
MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 529 Quantitative Business Modeling (3 credits)
MBUS 548 Managerial Economics (3 credits)
MBUS 595 Strategic Management (3 credits)
MMIS 500 Management Information Systems (3 credits)

Elective Courses (12 credit hours)

ACCT 560 Auditing (3 credits)
ACCT 561 Advanced Accounting (3 credits)
ACCT 562 Income Tax Procedure (3 credits)
ACCT 563 Corporation and Partnership Tax (3 credits)
ACCT 564 Accounting Information Systems (3 credits)
ACCT 565 Governmental and Nonprofit Accounting (3 credits)
MBUS 512 Organizational Research and Assessment (3 credits)
MBUS 516 Project Management (3 credits)
MBUS 517 Organizational Behavior (3 credits)
MBUS 521 Human Resource Management and Development (3 credits)
MBUS 524 Learning Organizations and Knowledge Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 531 Designing, Implementing, and Evaluating Training Programs (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 539 Project Evaluation (3 credits)
MBUS 546 Risk Management for Project Managers (3 credits)
MBUS 547 Quality Management for Projects (3 credits)
MBUS 550 Computer-Based Decision Support Systems (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MBUS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

MBUS 566 The U.S. Health Care System (3 credits)
MBUS 567 Health Care Economics (3 credits)
MBUS 568 Health Care Accounting and Financial Management (3 credits)
MBUS 569 Health Care Policy and Legislation (3 credits)
MMIS 505 Information Systems Analysis and Design (3 credits)
MMIS 510 Information Security Management (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing
MMIS 534 Business Database Systems (3 credits)
MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 540 Computer Information Security (3 credits)
MMIS 541 Network Security and Cryptography (3 credits)
MMIS 542 Security Policy, Planning, and Assurance (3 credits)
MMIS 543 Computer Forensics (3 credits)
MMIS 544 Ethical Hacking and Malware Analysis (3 credits)
MMIS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

MBA COURSE GROUPINGS

The following groupings of courses offer guidance for areas that a student might wish to explore when deciding which courses to take as a part of the MBA elective requirements. Students are not limited to the courses in one grouping, and are free to select any of the electives listed, presuming prerequisite requirements have been fulfilled.

ACCOUNTING

Accounting courses prepare individuals to assume greater responsibility in the management of organizations and their accounting functions. Persons applying to sit for the Certified Public Accountant (CPA) examination in Virginia must possess at least 120 semester credits, including a baccalaureate or higher degree conferred by a regionally-accredited college or university, or an approved equivalent. Such individuals must complete at least 150 semester credits in order to obtain a CPA license in Virginia, including a minimum of 24 credits in accounting and 18 credits in business other than accounting.

Students who intend to sit for the CPA exam outside Virginia should consult with officials in those jurisdictions for specific requirements.

ACCT 560 Auditing (3 credits)
ACCT 561 Advanced Accounting (3 credits)
ACCT 562 Income Tax Procedure (3 credits)
ACCT 563 Corporation and Partnership Tax (3 credits)
ACCT 564 Accounting Information Systems (3 credits)
ACCT 565 Governmental and Nonprofit Accounting (3 credits)

GENERAL MANAGEMENT

General Management courses are attractive to those who seek the traditional MBA. Course work in this area offers a solid professional core in the functional areas of business, enriched with leading-edge courses applicable to many business and nonbusiness environments.

MBUS 512 Organizational Research and Assessment (3 credits)
MBUS 516 Project Management (3 credits)
MBUS 517 Organizational Behavior (3 credits)
MBUS 521 Human Resource Management and Development (3 credits)
MBUS 524 Learning Organizations and Knowledge Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

HEALTH CARE MANAGEMENT

Health care management courses provide the knowledge and competencies required for management positions in organizations operating in the health care sector. Integration of the systemic view of health care environments into the decision-making process prepares students to become mid- and senior-level health care executives who are equipped to make complex business decisions in the dynamic environment of health care organizations. Course work in this area provides a contextual understanding of how the business process may be applied in the health care environment.

MBUS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)
MBUS 566 The U.S. Health Care System (3 credits)
MBUS 567 Health Care Economics (3 credits)
MBUS 568 Health Care Accounting and Financial Management (3 credits)
MBUS 569 Health Care Policy and Legislation (3 credits)

INFORMATION ASSURANCE AND SECURITY

Information assurance and security courses provide opportunities for both applied and scholarly work in computer and data security using a graduate-level perspective of best practices in technical and managerial skills that promote information security in a variety of organizations. The courses cover content related to computer security certification programs, including those required by Homeland Security Presidential Directive 12 (HSPD-12) and Department of Defense Directive 8570.1.

MMIS 540 Computer Information Security (3 credits)
MMIS 541 Network Security and Cryptography (3 credits)
MMIS 542 Security Policy, Planning, and Assurance (3 credits)
MMIS 543 Computer Forensics (3 credits)
or MMIS 544 Ethical Hacking and Malware Analysis (3 credits)

MANAGEMENT TECHNOLOGY

Management technology courses are appropriate for both information technology and business professionals who want to deepen their technical knowledge and develop their management skills. Courses offered provide an in-depth knowledge in the functional areas of business and applicable management technology from both operational and strategic perspectives.

MBUS 550 Computer-Based Decision Support Systems (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MMIS 505 Information Systems Analysis and Design (3 credits)
MMIS 510 Information Security Management (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

ORGANIZATION AND HUMAN RESOURCE DEVELOPMENT

These courses are particularly appropriate for those interested in developing competencies in organizational change and learning organizations, or developing skills as a trainer.

MBUS 517 Organizational Behavior (3 credits)
MBUS 521 Human Resource Management and Development (3 credits)
MBUS 524 Learning Organizations and Knowledge Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 531 Designing, Implementing, and Evaluating Training Programs (3 credits)
MBUS 535 Negotiation and Persuasion (3 credits)
MBUS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

PROJECT MANAGEMENT

Project management courses provide a comprehensive and detailed analysis of each stage of a business project. Course work in this area covers the conceptualization, planning, scheduling, evaluation, risk analysis, and control of a business project, and other key areas such as total quality management and leadership for projects. Courses apply to an array of business professionals, particularly project managers, supervisors, general and marketing managers, and other practitioners seeking to learn more about project management.

MBUS 516 Project Management (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 539 Project Evaluation (3 credits)
MBUS 546 Risk Management for Project Managers (3 credits)
MBUS 547 Quality Management for Projects (3 credits)

MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS

This program is designed to prepare individuals for careers in a wide range of business fields. It provides the technical and managerial knowledge and skills required by professionals in the field of information systems. Graduates are prepared to operate successfully in careers associated with planning, design, development, and management of complex information systems.

ADMISSION REQUIREMENTS

Admission to the Master of Science in Management Information Systems is based upon a variety of factors: academic achievements, professional work experience, professional goals, and professional recommendations. The following are admission requirements for the MSMIS program:

1. A completed application;
2. An earned baccalaureate degree from a regionally-accredited college or university;
3. Official transcripts of all completed undergraduate and graduate course work;
4. A minimum undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale during the last 60 credits of the baccalaureate program. Students whose undergraduate GPA is lower than 3.0 may be required to take the GMAT or GRE;
5. A résumé outlining experiences and education;
6. Three letters of recommendation;
7. A statement of professional goals and how the MSMIS will help achieve them; and
8. Demonstration of competency on the Test of English as a Foreign Language, as necessary, if the student's native language is not English.

PROVISIONAL ADMISSION REQUIREMENTS

Undergraduate students in approved accelerated programs at the University may apply to the MSMIS program prior to completion of their baccalaureate work. Under these circumstances, the following are admission requirements for such students:

- The student has satisfactorily completed at least 60 undergraduate credits;

- The student's completed credits and those in which the student is currently enrolled total at least 75 credits toward the undergraduate degree;
- The student's completed credits and those in which the student is currently enrolled total at least 21 credits toward the undergraduate major or concentration;
- The student has a minimum 3.0 overall GPA;
- The student has a minimum 3.25 GPA in courses completed toward his/her major area of study;
- The student has submitted a completed MSMIS application; and
- The student has provided three letters of recommendation from faculty (may include the department chair or advisor).

PROVISIONAL ACCEPTANCE INTO THE PROGRAM

Acceptance is considered provisional until the undergraduate degree has been completed. Undergraduate students at UMW provisionally accepted into the MSMIS program will be given an opportunity to complete up to 12 graduate credits and to have these credits count toward the requirements of the undergraduate degree and the MSMIS degree. Provisional acceptance will be changed to full acceptance at the time of undergraduate degree completion provided that students continue to meet all MSMIS admission and academic requirements.

PROVISIONAL STATUS PROGRAM REQUIREMENTS

Only UMW undergraduate students in approved accelerated programs will be considered for undergraduate provisional acceptance into the MSMIS program. Undergraduate students provisionally accepted into the MSMIS program must meet all MSMIS degree requirements, including foundation course requirements, in order to graduate with an MSMIS degree. The foundation course requirements may be met from designated undergraduate courses or equivalent course work.

Courses intended to meet foundation requirements must be approved by the MSMIS faculty advisor or department chair. Students must earn a grade of B or higher in each of the courses.

A maximum of 12 credits may be jointly applied toward undergraduate and graduate degree requirements with appropriate approval from both the MSMIS faculty advisor and the undergraduate faculty advisor. The 12 credits must be MSMIS program courses. Other courses may be substituted only upon special request and with the approval of the MSMIS faculty advisor.

Students must meet with their assigned MSMIS faculty advisor after provisional acceptance into the program and before the beginning of the

following semester or summer session to fill out the MSMIS provisional program plan outlining the 12 credits to be jointly applied to both undergraduate and graduate requirements planned during their remaining undergraduate degree completion work and the courses planned or already taken to meet the MSMIS foundation requirements. Each program plan must be signed and dated by the student, the MSMIS faculty advisor, and the undergraduate degree advisor.

The approved "jointly applied credits" will fulfill MSMIS degree requirements as specified in the approved MSMIS provisional program plan. Undergraduate students must earn a grade of B or higher in each course applied toward the MSMIS degree requirements. Students who do not meet this requirement must consult with the faculty advisor regarding their degree plan.

MSMIS DEGREE REQUIREMENTS

Successful completion of all required foundation courses, or their equivalents, core courses, and elective courses with a cumulative grade-point average of 3.0 or higher is required to meet degree requirements. All required course work must be completed within six years of matriculation into the program.

FOUNDATION COURSE WAIVERS

Waiver of foundation courses generally requires that courses used as a basis for the waivers are comparable in content to the MSMIS foundation courses, were taken within the last 10 years from a regionally-accredited college or university, and were completed with a grade of B or higher. Waivers are not granted solely on the basis of work experience.

A waived foundation course will not require substitution of another MSMIS course. Credits are not given for waived foundation courses. Depending on the number of foundation courses completed or waived, a student might enter the program required to take only the core and elective courses. Final determination of a waiver is made by the MSMIS faculty advisor.

After admission to the MSMIS program, students cannot submit portfolios for waiver or substitution of foundation courses. If portfolio credits were earned prior to admission to the MSMIS program and are considered equivalent to foundation course work, the portfolio credit may be recognized.

The MSMIS faculty advisor has final approval of all portfolio credit for applicability to MSMIS foundation course work. Portfolio credit is not an option for graduate-level course work in the MSMIS program.

TRANSFER COURSES

Ordinarily, a maximum of six graduate credits can be transferred into the MSMIS program. To be accepted for transfer credit, courses must have been

taken from a regionally-accredited institution within the last 10 years with a minimum grade of B and must directly relate to one of the MSMIS program courses. Transfer credit is not given for internship or practicum experiences.

ORIENTATION SESSION

Prior to the start of every semester or summer session, new students are expected to participate in an orientation session. This session includes introductions of University staff, relevant University policies and procedures, and computer and library resources.

REQUIREMENTS FOR CONTINUANCE IN THE MSMIS PROGRAM

All matriculated MSMIS students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MSMIS program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) each semester/session to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any semester or summer session will have the following term to correct the deficiency.

A student who earns three Cs (including C+) or one F in graduate courses in the program will automatically be suspended from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

READMISSION TO THE MSMIS PROGRAM

Students who have not attended the University for three consecutive semesters must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the six-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MSMIS is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the program chair for an extension. Such requests must be received at least one month prior to the end of the student's original six-year time limit.

A student who has been suspended from the program may apply for readmission after a lapse of three semesters. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

Foundation Courses (0-15 credits)

Any or all of the foundation courses may be waived, depending on professional experience, previous course work, or certification. Final determination of a waiver is made by the faculty advisor.

BPST 316 Statistics for Managers (3 credits)
CIST 299, 305, 401, 406 or equivalent (3 credits)
CIST 304 or equivalent (3 credits)
LRSP 311, 331 or equivalent (3 credits)

Three credits from the following:

ACCT 201 Accounting for Managers or equivalent (3 credits)
LRSP 306 Economics for Business or equivalent (3 credits)
LRSP 412 Marketing for Managers or equivalent (3 credits)
LRSP 435 Leadership, Innovation, and Creativity (3 credits)

Note: *Students may complete a maximum of 9 credits in graduate-level courses (including graduate transfer courses) prior to completion of all required foundation credits. Any student who earns a grade below C in a foundation course taken at the University must retake the course and earn a C or higher.*

Core Courses (24 credits)

MBUS 550 Computer-Based Decision Support Systems (3 credits)
MMIS 500 Management Information Systems (3 credits)
MMIS 505 Information Systems Analysis and Design (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 540 Computer Information Security (3 credits)
MMIS 590 MIS Research Project (3 credits)
MMIS 591 MIS Externship (3 credits)

Elective Courses (12 credits)

MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)

MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MMIS 541 Network Security and Cryptography (3 credits)
MMIS 542 Security Policy, Planning, and Assurance (3 credits)
MMIS 543 Computer Forensics (3 credits)
MMIS 544 Ethical Hacking and Malware Analysis (3 credits)
MMIS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)
MMIS 570 Special Topics (1-3 credits)

MSMIS COURSE GROUPINGS

The groupings below are guides that may help students define the electives they wish to take, if they are interested in one particular area. Students are not limited to the courses in one grouping, and are free to select any of the electives listed, presuming prerequisite requirements have been fulfilled.

GENERAL MANAGEMENT INFORMATION SYSTEMS

General Management Information Systems courses are attractive to those who seek a broad-based graduate program in information systems leadership. These courses offer a solid professional core in the functional areas of business, enriched with leading-edge courses that apply to information systems management.

MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 526 Organizational Change and Transformation (3 credits)
MBUS 537 Contracting for Managers (3 credits)
MBUS 554 Management Risk Analysis with Computer Simulations (3 credits)
MBUS 555 Knowledge Management Systems (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MMIS 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)
MMIS 570 Special Topics (1-3 credits)

INFORMATION ASSURANCE AND SECURITY

Courses in information assurance and security provide opportunities for both applied and scholarly work in computer and data security using a graduate-level perspective of best practices in technical and managerial skills that promote information security in a variety of organizations. Courses also cover content related to computer security certification programs, including those required by Homeland Security Presidential Directive 12 (HSPD-12) and Department of Defense Directive 8570.1.

MMIS 541 Network Security and Cryptography (3 credits)
MMIS 542 Security Policy, Planning, and Assurance (3 credits)
MMIS 543 Computer Forensics (3 credits)
MMIS 544 Ethical Hacking and Malware Analysis (3 credits)

MASTER OF BUSINESS ADMINISTRATION AND MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS (MBA-MSMIS DUAL DEGREE PROGRAM)

In today's highly competitive, increasingly technical, and rapidly changing global economy, this dual degree option allows students to better position themselves for sustained competitive advantage upon graduation. The dual program provides students with the management, leadership, and technical skills required for the global marketplace.

ADMISSION REQUIREMENTS

Admission to the MBA-MSMIS program is based upon a variety of factors: academic achievements, professional work experience, professional goals, and professional recommendations. The following are admission requirements for the MBA-MSMIS program:

1. A completed application;
2. An earned baccalaureate degree from a regionally-accredited college or university;
3. Official transcripts of all completed undergraduate and graduate course work;
4. A minimum undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale during the last 60 credits of the baccalaureate program. Students whose undergraduate GPA is lower than 3.0 may be required to take the GMAT or GRE;
5. A résumé outlining experiences and education, including one year (or more) of professional experience;
6. Three professional or academic recommendations;
7. A statement of professional goals and how the MBA-MSMIS will help achieve them; and
8. Demonstration of competency on the Test of English as a Foreign Language, as necessary, if the student's native language is not English.

MBA-MSMIS DEGREE REQUIREMENTS

Successful completion of all required foundation courses or their equivalents, as well as core courses for the MBA and the MSMIS, with a cumulative grade-point average of 3.0 or higher is required for the dual degree. All required course work must be completed within eight years of matriculation into the program.

FOUNDATION COURSE WAIVERS

Waiver of foundation courses generally requires that courses used as a basis for the waivers are comparable in content to the MBA-MSMIS foundation courses, were taken within the last 10 years from a regionally-accredited college or university, and were completed with a grade of B or higher. Waivers are not granted solely on the basis of work experience.

A waived foundation course will not require substitution of another MBA-MSMIS course. Credits are not given for waived foundation courses. Depending on the number of foundation courses waived, a student might enter the program required to take only the core courses. Final determination of a waiver is made by the appropriate faculty advisor.

After admission to the MBA-MSMIS program, students cannot submit portfolios for waiver or substitution of foundation courses. If portfolio credits were earned prior to admission to the MBA-MSMIS program and are considered equivalent to foundation course work, the portfolio credit may be recognized. The appropriate faculty advisor has final approval of all portfolio credit for applicability to MBA-MSMIS foundation course work. Portfolio credit is not an option for graduate-level course work in the MBA-MSMIS program.

TRANSFER COURSES

Ordinarily, a maximum of six graduate credits can be transferred into the MBA-MSMIS program. To be accepted for transfer credit, courses must have been taken from a regionally-accredited institution within the last six years with a minimum grade of B and must directly relate to one of the MBA or MSMIS core courses. Transfer credit is not given for internship or practicum experiences.

ORIENTATION SESSION

Prior to the start of every semester or summer session, new students are expected to participate in an orientation session. This session includes introductions of University staff, relevant University policies and procedures, and computer and library resources.

REQUIREMENTS FOR CONTINUANCE IN THE MBA-MSMIS PROGRAM

All matriculated MBA-MSMIS students are expected to maintain satisfactory academic progress in their graduate courses toward completion of the MBA-MSMIS program. A cumulative GPA of 3.0 (B) or higher is required for graduation from the program.

Students must maintain a minimum cumulative GPA of 3.0 (B) each semester to remain in good academic standing. Any student whose cumulative GPA is below 3.0 at the end of any semester or summer session will have the following term to correct the deficiency.

A student who earns three Cs (including C+) or one F in graduate courses in the program will automatically be suspended from the program.

Students who voluntarily interrupt their enrollment for one to three semesters should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

READMISSION TO THE MBA-MSMIS PROGRAM

Students who have not attended the University for three consecutive semesters must apply for readmission through the Office of Admissions. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the eight-year limit from time of first admission is still in effect. Academic work that was completed more than six years before the date at which the MBA-MSMIS is awarded may not be used to satisfy the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original eight-year time limit.

A student who has been suspended from the program may apply for readmission after a lapse of three semesters. Applicants for readmission must meet current minimum admission requirements. Readmission to the program is not guaranteed.

MBA-MSMIS COURSE REQUIREMENTS (61-91 CREDITS)

Foundation Courses (1-31 credits)

ACCT 201 Accounting for Managers (3 credits)
BPST 314 Business Legal Environment (3 credits)
BPST 316 Statistics for Managers (3 credits)
CIST 299, 305, 401, 406 or equivalent (3 credits)
CIST 304 or equivalent (3 credits)
LRSP 306 Economics for Business (3 credits)
LRSP 311 The Management Process (3 credits)
LRSP 331 Organizational Behavior (3 credits)

LRSP 400 Introduction to the MBA Program (1 credit)
LRSP 412 Marketing for Managers (3 credits)
LRSP 433 Production/Operations Management (3 credits)

Notes: *(1) MBA students admitted fall 2007 or later must complete all foundation courses before enrolling in MBA courses, with the exception of MBUS 501A and MMIS 500; (2) MSMIS students may complete a maximum of 9 credits in graduate-level Management Information Systems courses (including graduate transfer courses) prior to completion of all required foundation credits toward the MSMIS; and (3) Any student who earns a grade below C in a foundation course taken at the University must retake the course and earn a C or higher.*

Core Courses (60 credits)

LRSP 400 Introduction to the MBA Program (1 credit)
MBUS 501A Organization Theory and Design (3 credits)
MBUS 502 Financial Decision Making for Managers (3 credits)
MBUS 523 Marketing Strategy (3 credits)
MBUS 525 Visionary Leadership (3 credits)
MBUS 529 Quantitative Business Modeling (3 credits)
MBUS 548 Managerial Economics (3 credits)
MBUS 550 Computer-Based Decision Support Systems (3 credits)
MBUS 595 Strategic Management (3 credits)
MMIS 500 Management Information Systems (3 credits)
MMIS 505 Information Systems Analysis and Design (3 credits)
MMIS 515 Information Technology Project Management (3 credits)
MMIS 531 Managing and Leading the Information Technology Workforce (3 credits)
MMIS 532 Enterprise Information Systems (3 credits)
MMIS 533 Management of Information Technology Outsourcing (3 credits)
MMIS 534 Business Database Systems (3 credits)
MMIS 535 Strategic Management of Information Systems and Innovation (3 credits)
MMIS 540 Computer Information Security (3 credits)
MMIS 590 MIS Research Project (3 credits)
MMIS 591 MIS Externship (3 credits)
Selected course in consultation with faculty advisor (3 credits)

COLLEGE OF EDUCATION

The College of Education administers the Teacher Education Program at The University of Mary Washington through the Department of Curriculum and Instruction and the Department of Foundations, Leadership, and Special Populations.

All teacher education licensure programs are accredited by the Virginia Department of Education. Requirements for licensure are established by the Virginia Board of Education and are subject to change.

The College of Education offers a post-baccalaureate initial teacher licensure program designed for adults who have earned a bachelor's degree. Candidates may elect to pursue initial licensure only or take additional courses to complete the requirements for the Master of Education. Programs available prepare students for licensure in Elementary Education (PreK-6, Middle Education, and 6-8); at the secondary levels (6-12) in each of the following areas: Computer Science, English, History and Social Sciences, Mathematics, Chemistry, Earth Science, Physics, Vocational Education, Business and Information Technology, Marketing Education; PreK-12 Endorsements in English as a Second Language, Foreign Language (French, German, Spanish, and Latin), Music Education (Instrumental, Vocal/Choral), Visual Arts); and Special Education, K-12 (General Curriculum or Adapted Curriculum).

In addition, the College offers a Master of Education degree for practicing teachers who already possess initial licensure and are seeking continuing professional development, master's level licensure, or endorsements in teaching or administration. The graduate degree programs offered include Diverse Student Populations, Educational Leadership, English as a Second Language, Instructional Design and Technology, Literacy Specialist, and Special Education. Students enrolling in any of these programs, with the exception of Instructional Design and Technology, must possess a collegiate professional or postgraduate professional Virginia license.

Undergraduate students at the university may choose to enter the Master of Science in Elementary Education, a five-year undergraduate-graduate program. Students complete UMW education course work and field experiences at the undergraduate level, graduate with a baccalaureate degree in a liberal arts or sciences major, and return for one more year during which they complete graduate education course work, an internship, and a research study.

The College also offers graduate-level certificates in Educational Leadership, Gifted Education, Instructional Design and Technology, Literacy Specialist, Teaching English as a Second Language, and Teaching Students with Autism.

MISSION STATEMENT

The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. To accomplish this, we:

- Are grounded in a strong liberal arts curriculum.
- Emphasize school-based experiences through which students solidify their understanding of the nature of the learner and effective teaching and motivational practices.
- Build a diverse community of practice involving strong partnerships among students, faculty, local teachers, and administrators.
- Enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
- Challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Marie P. Sheckels, *Chair*

Faculty

Professors
Suzanne G. Houff
Marie P. Sheckels

Associate Professors
Teresa L. Coffman
George R. Meadows
Kavatus R. Newell
Sharon L. Teabo
Dale Wright

Assistant Professors
Courtney M. Clayton
Tamie Pratt-Fartro

DEPARTMENT OF FOUNDATIONS, LEADERSHIP, AND SPECIAL POPULATIONS

Jane L. Huffman, *Chair*

Faculty

Professors
Wendy Atwell-Vasey
Norah Hooper
Venitta C. McCall
Jo Tyler

Associate Professors
Laurie B. Abeel
Beverly D. Epps
Jane L. Huffman
Jennifer J. Jakubecy
H. Nicole Myers

Instructor
Patricia E. Reynolds

MASTER OF SCIENCE IN ELEMENTARY EDUCATION

Undergraduate students at Mary Washington who wish to pursue licensure at the elementary (preK-6) level may choose to enter the Master of Science in Elementary Education Program, a five-year undergraduate-graduate program.

Students must complete general education requirements, a liberal arts or sciences major, and professional studies (education course work) requirements. The professional studies component provides students with background knowledge and experience in curriculum planning and implementation with a focus on teaching the national and state standards from a constructivist-developmental approach.

Throughout the program, students gain experiences and skill in monitoring their own professional growth through research, reflection, and problem solving. Most of the courses require students to complete field experiences in the public schools.

All students who gain admission to the program are eligible to join the Student Education Association. Students with high academic achievement are invited to become members of the Nu Xi Chapter of Kappa Delta Pi, an international honor society in education. An Outstanding Education Student Award is given to students who excel in supervised teaching, academic achievement, and leadership. Students in the Teacher Education Program have the opportunity to apply for a variety of scholarships.

ADMISSION, CONTINUANCE, AND EXIT REQUIREMENTS FOR THE M.S. IN ELEMENTARY EDUCATION PROGRAM

Admission to the M.S. in Elementary Education is by application directly to the College of Education. Admission is competitive and is based on academic achievement in the liberal arts degree requirements and on other indications of students' potential in meeting the program goals.

Students interested in seeking credentials to teach should contact the College of Education as early in their college career as possible and must attend a group information session on the Teacher Education Program. Group information sessions are offered throughout the academic year. At these sessions, students are informed of the features and requirements of the program. Students are advised of the required Minimum Performance Standards and are asked to apprise the department of requests for accommodations, if applicable. UMW students who are interested in the M.S. in Elementary Education should attend one of these group information sessions as soon as possible. Prospective transfer students who are interested in the Teacher Education Program are also encouraged to attend one of these group information sessions.

Admission, continuation, and exit requirements are defined within a four-stage procedure: Provisional Admission, Formal Admission, Final Admission,

and Successful Completion of the Program and Recommendation for Licensure. Detailed descriptions of the program requirements are explained on the College of Education web page, www.umw.edu/education/, and in the Teacher Education Handbook, which is distributed to students enrolled in EDUC 203 and can also be found on the web page.

PROVISIONAL ADMISSION

For Provisional Admission and permission to take the first education course, EDUC 203 or 204, current UMW students must have attained a cumulative 2.5 GPA or better in at least 12 UMW credits and have attended a group information session. Applications are due the first Monday in October for admission to EDUC 203 during the subsequent spring semester, and the first Monday in February for admission to EDUC 203 during the subsequent fall semester. Transfer students who have a 3.25 GPA and have taken an education course at their previous institution may apply to take EDUC 203 in their first semester at UMW. They should submit their application for EDUC 203 by May 15 for fall enrollment or December 1 for spring enrollment. Transfer students who do not submit applications by these deadlines or do not meet the above requirements should apply to take these courses once they are enrolled at UMW under the guidelines for current UMW students. After students pursuing elementary licensure successfully complete EDUC 203, they are assigned to a professional studies cohort that is determined by the year they will complete the graduate coursework. Cohorts meet for advising each semester and students are required to attend.

FORMAL ADMISSION

To continue in the program, students are responsible for following all regulations and application deadlines. Applications for Formal Admission to the Teacher Education Program are due on the last day of classes during the first semester students are enrolled in any education class(es) beyond EDUC 203. Students who do not apply or who are not accepted into the program will not be permitted to enroll in any additional education courses. To be formally admitted students must: (a) maintain good academic standing with an overall GPA of 2.5 or better; (b) achieve a GPA of 3.0 or better on the required professional education courses; (c) demonstrate the potential to meet the program goals; (d) demonstrate the ability to meet the Minimum Performance Standards, as specified in the Teacher Education Program Handbook; (e) achieve satisfactory evaluations in all field experiences; (f) submit passing scores for Praxis I (or SAT waiver documentation); and (g) attend all mandatory cohort advising meetings. Students not accepted into the program should note that there is a 12-credit limit on education course work that may be applied toward the degree.

FINAL ADMISSION (ADMISSION TO THE GRADUATE YEAR)

To remain in the program, students must maintain satisfactory performance in both course work and field experiences. Students who apply for the fifth or graduate year of the M.S. in Elementary Education should submit their application for Final Admission at the beginning of the spring semester of their final year of undergraduate study. To receive Final Admission to the program students must do the following: (a) continue to meet the criteria listed for Formal Admission, and (b) successfully complete required course work. In addition, students who apply for the M.S. in Elementary Education must receive a baccalaureate degree from UMW and must achieve passing scores on Praxis II, the Virginia Communication and Literacy Assessment, and the Virginia Reading Assessment.

MASTER OF EDUCATION

There are two tracks in the Master of Education (M.Ed.) program: Track I, the Post-Baccalaureate Initial Teacher Licensure Program with an M.Ed. option; and Track II, the M.Ed. for practicing teachers who already possess initial licensure and are seeking professional development, license renewal, or an added endorsement. The Track II option also includes a concentration in Instructional Design and Technology, open to individuals interested in pursuing or enhancing their careers in training, instructional design and development, technology-enhanced learning, and other related fields. The M.Ed. program is designed to be broad in scope and flexible enough to meet the needs of adult learners, with courses offered in the evenings, on weekends, and in blended and online formats.

TRACK I
THE POST-BACCALAUREATE INITIAL TEACHER LICENSURE PROGRAM WITH AN M.ED. OPTION

The Post-Baccalaureate Initial Teacher Licensure Program is designed for adults who have earned a bachelor's degree, have some professional work experience, and want to obtain teaching credentials. Candidates with at least three years of career experience may elect to pursue initial licensure only or take additional courses to complete the requirements for the M.Ed. Candidates who have completed the bachelor's degree in the past 12 months or who do not have three years of work experience must complete the M.Ed. option as well as the initial licensure program.

The primary goal of the program is to ensure that teacher candidates, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations and

demonstrated by skillful teachers. The program requires the basic course work and field experiences prescribed by the Virginia Licensure Regulations for an initial teaching license but establishes, through advising, a personalized plan to ensure that all teaching and subject knowledge competencies are demonstrated and all standards are met.

The Track I program has three components: endorsement requirements, professional studies requirements, and M.Ed. completion requirements. Endorsement requirements are typically met prior to enrollment in the program. For example, someone who wishes to teach mathematics should have the equivalent of a mathematics major in course work or experience, or be prepared to make up the course work deficiencies. The two exceptions to this model are English as a Second Language and Special Education. Graduate-level course work is available as a part of the program to fulfill those endorsement requirements.

Professional Studies Credit Requirements for the Initial Teacher Licensure Programs:

Program	Elementary Education	Middle Education	Secondary Education	PreK-12 Education	K-12 Special Education
Credits Required	31	31	27	30-31	34

Note: *Individuals who go beyond initial licensure to complete the M.Ed. take an additional 15 credits of graduate work.*

Full-time participants in this program—with the exception of English as a Second Language (ESL) and special education endorsements—can typically complete initial licensure course work in a year and a half. The additional 15 credits in the M.Ed. option could be completed within one year, if courses are taken along with initial licensure course work. Part-time students may typically take three or four years to fulfill licensure requirements.

Field mentorship (student teaching), required for all licensure completers in Track I, is a 14-week field-based teaching experience in the appropriate grade level or subject area. Self-analysis and reflection on planned and implemented instruction and frequent conferences with the mentor teacher and the university supervisor are prominent aspects of the experience. Prospective teachers meet as a group throughout the experience for seminars and workshops. Because field mentorship must be a supervised experience, student teaching placements are made in schools local to the university. Any waiver of student teaching must be approved by the program director prior to the year of scheduled teaching. Students seeking such a waiver must teach full time in the endorsement sought in a state-approved, accredited school.

Initial Teacher Licensure Programs

- Elementary Education (PreK-6)
- Middle Education (6-8)
- Secondary Education (6-12) Endorsements
  - Computer Science
  - English
  - History and Social Sciences
  - Mathematics
  - Science
    - Biology
    - Chemistry
    - Earth Science
    - Physics
- Vocational Education
  - Business and Information Technology
  - Marketing Education
- PreK-12 Endorsements
  - English as a Second Language
  - Foreign Language
    - French
    - German
    - Spanish
  - Latin
  - Music Education
    - Instrumental
    - Vocal/Choral
  - Visual Arts
- K-12 Endorsements
  - Special Education Adapted Curriculum
  - Special Education General Curriculum

ADMISSION, CONTINUANCE, AND EXIT REQUIREMENTS FOR TRACK I LICENSURE PROGRAM

Admission Requirements for the Program

The following requirements are necessary for admission to the Track I Program:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;

4. Competitive applicants are encouraged to have a cumulative grade-point average (GPA) of 2.5 or higher on undergraduate course work, and a minimum 3.0 cumulative GPA on graduate course work;
5. A résumé outlining experiences and education. Candidates who have completed their bachelor's degree in the past 12 months and do not have three years of work experience must complete the M.Ed.;
6. Scores on PRAXIS I—reading, writing, and mathematics—tests (or qualifying SAT or ACT scores);
7. An interview, as necessary; and
8. Submission of two essays.

Note: *Admission to candidacy for the five-year renewable license occurs upon acceptance into EDCI 550 Field Mentorship.*

Continuance Requirements in the Track I Licensure Program

To remain in the program, a student must:

1. Meet state-established scores on PRAXIS I tests (or possess qualifying SAT or ACT scores) prior to or upon completion of 14 credits ;
2. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work, and by successfully completing all field experiences. A student must be in good standing for admission into EDCI 550 Field Mentorship. A grade of D+ or lower in a course or C+ or lower in EDCI 550 Field Mentorship results in dismissal from the program;
3. Demonstrate potential for teaching excellence as indicated by performance of course and field experience requirements and positive evaluations or indications of potential and growth by mentor teachers in field experience work;
4. Demonstrate endorsement/subject knowledge competence – by transcript review, evaluation by subject specialist/mentor teachers, PRAXIS II scores – and continued progress in fulfilling any assessed deficiencies. The student, with approval of the faculty advisor, develops an individual educational plan indicating any endorsement course/competency deficiencies and the agreed upon means of fulfilling them;
5. Demonstrate continuous progress in meeting all program requirements as established in the Program Handbook. This includes a self-inventory checklist of Virginia licensure standards and competencies, as well as pedagogical/professional standards and competencies (assessed in EDCI 550); and
6. Obtain passing scores on the following state-required assessment instruments:

– PRAXIS II tests (all programs);

– The Virginia Communication and Literacy Assessment (all programs); and

– The Virginia Reading Assessment (Elementary PreK-6 and Special Education programs only).

Important: *Admission to candidacy for the five-year renewable license requires acceptance into EDCI 550 Field Mentorship by being in good standing in the program. This includes having passing scores on all state-required tests including PRAXIS II, the Child Abuse Recognition and Intervention Certificate, the Virginia Communication and Literacy Assessment, and the Virginia Reading Assessment, as well as successful completion of all professional studies and endorsement course work. Passing PRAXIS I scores (or qualifying SAT or ACT scores) are required for admission into EDCI 550. Deadlines for applications are October 1 for spring and February 1 for fall.*

The program advisor assesses the progress of the teacher candidate each semester and summer session. The program faculty reviews the student's status if the student is not in good academic standing, performs unsatisfactorily in field experience, fails to work toward fulfilling endorsement deficiencies, fails to make progress in completing program requirements, fails to take the PRAXIS I test (or does not possess qualifying SAT or ACT scores) prior to or upon completion of 14 credits, or fails to pass any of the following: PRAXIS II tests (all programs), the Virginia Communication and Literacy Assessment (all programs), and the Virginia Reading Assessment (Elementary PreK-6 and Special Education programs only) by the end of the program. The faculty review determines whether the student is allowed to continue in the program. If allowed to continue, the faculty determines the requirements and time frame necessary for a student to regain "good standing" status.

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

Exit Requirements for the Track I Licensure Program

The student must:

1. Complete all course work and field experiences with at least a 3.0 (B) GPA;
2. Obtain passing scores on state-required PRAXIS II tests (all programs), the Virginia Communication and Literacy Assessment (all programs), and the Virginia Reading Assessment (Elementary PreK-6 and Special Education programs only);
3. Perform at an acceptable level in EDCI 550 Field Mentorship, as indicated by: mentor teacher and university supervisor evaluations,

successful completion of an electronic portfolio, and a final grade of B- or higher; and

4. Complete all teacher licensure requirements as verified through an exit interview with the faculty advisor or university supervisor.

Readmission to the Track I Licensure Program

Students in the following categories must apply for readmission to the program:

1. Those who have not attended the University for three consecutive semesters; or
2. Those who were suspended from the program for failure to take PRAXIS I.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the teacher licensure program is completed may not be acceptable in satisfying the licensure requirements. If a student needs additional time to complete the course work, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

ADMISSION, CONTINUANCE, AND EXIT REQUIREMENTS FOR THE TRACK I M.ED.

Admission Requirements for the Track I M.Ed.

The following are requirements for admission to the Track I Post-Baccalaureate Initial Teacher Licensure Program with the M.Ed. Option:

1. A completed application;
2. An undergraduate degree from a regionally-accredited college or university;
3. Official transcripts of all undergraduate, and any graduate, course work completed;
4. Competitive applicants are encouraged to have a cumulative grade-point average (GPA) of 2.5 or higher on undergraduate course work, and 3.0 or higher cumulative GPA on graduate course work;
5. A résumé outlining experiences and education. Candidates who have completed their bachelor's degree in the past 12 months and do not have three years of work experience must complete the M.Ed.;
6. Scores on PRAXIS I—reading, writing, and mathematics—tests (or qualifying SAT or ACT scores);

7. An interview, as necessary; and
8. Submission of two essays.

Continuance Requirements for the Track I M.Ed.

To remain in the program, a student must:

1. Meet state-established scores on PRAXIS I tests (or possess qualifying SAT or ACT scores) prior to or upon completion of 14 credits; a student who does not obtain PRAXIS I scores prior to or upon completion of 14 credits will not be allowed to continue in the program;
2. Maintain good academic standing with a minimum 3.0 (B) GPA and no more than two Cs in course work. A grade of D+ or lower in a course results in suspension from the program; and
3. Demonstrate potential for teaching excellence as indicated by performance in course work based on Virginia licensure standards.

The faculty advisor assesses the progress of the M.Ed. candidate each semester and summer session. If the student is not in good academic standing, fails to make progress in completing program requirements, or does not take PRAXIS I tests (and does not possess qualifying SAT or ACT scores) within one year, the faculty advisor requests that the program faculty review the status of the student. The faculty review determines whether the student is allowed to continue in the program. If allowed to continue, the faculty determines the requirements and time frame necessary to regain "good standing" status.

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

Exit Requirements for the Track I M.Ed.

The student must:

1. Complete the required course of study for the M.Ed. with a minimum of 33 credits (excluding practica and field mentorship credits) with at least a 3.0 (B) GPA;
2. Obtain scores on PRAXIS I tests (or possess qualifying SAT or ACT scores); and
3. Complete all M.Ed. requirements as verified through an exit interview with the faculty advisor. A degree application must be submitted by mid-February of the year before the student expects to graduate.

Readmission to the Track I M.Ed.

Students in the following categories must apply for readmission to the program:

1. Those who have not attended the University for three consecutive semesters; or
2. Those who were suspended from the program for failure to take PRAXIS I.

Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from time of first admission is still in effect. Academic work that was completed more than four years before the date when the M.Ed. is awarded may not be acceptable in satisfying the degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

MAJOR COURSE OF STUDY: ELEMENTARY EDUCATION ENDORSEMENT

Candidates for licensure in this program should possess a bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content fields (English, mathematics, history/social science, arts/humanities, and science). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (31 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the Elementary Education Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 502 Educational Goals and Practices: Elementary (3 credits)
EDCI 503 Practicum in Goals and Practices: Elementary (1 credit)
EDCI 506 Foundations of American Education (3 credits)
EDCI 507 Early Literacy and Language Development (3 credits)
EDCI 508 Practicum in Early Literacy and Language Development (1 credit)
EDCI 509 Language and Literacy Development (3 credits)
EDCI 510 Practicum in Language and Literacy Development (1 credit)
EDCI 519 Managing the Classroom Environment: Elementary (3 credits)

EDCI 520 Practicum in Managing the Classroom Environment: Elementary (1 credit)
EDCI 550 Field Mentorship (6 credits)
INDT 501 Instructional Technologies (3 credits)

MAJOR COURSE OF STUDY: MIDDLE EDUCATION ENDORSEMENT

Candidates for licensure in this program should possess a bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content areas (the equivalent of 21 credits in one of the following areas of concentration: English, mathematics, science, and history/social sciences). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (31 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the Middle Education Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 509 Language and Literacy Development (3 credits)
EDCI 510 Practicum in Language and Literacy Development (1 credit)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)
EDCI 521 Managing the Classroom Environment: Middle or Secondary (3 credits)
EDCI 522 Practicum in Managing the Classroom Environment: Middle or Secondary (1 credit)
EDCI 550 Field Mentorship (6 credits)
INDT 501 Instructional Technologies (3 credits)

MAJOR COURSE OF STUDY: SECONDARY EDUCATION ENDORSEMENTS

Candidates for licensure in this program should possess a bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought, i.e., a major in English if they wish to teach English. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement subject area. Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (27 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the Secondary Education Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)
EDCI 521 Managing the Classroom Environment: Middle or Secondary (3 credits)
EDCI 522 Practicum in Managing the Classroom Environment: Middle or Secondary (1 credit)
EDCI 550 Field Mentorship (6 credits)
INDT 501 Instructional Technologies (3 credits)

MAJOR COURSE OF STUDY: PREK-12 EDUCATION ENDORSEMENTS (EXCLUDING ESL AND SPECIAL EDUCATION)

Candidates for licensure in this program should possess a bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought, i.e., a major in art if they wish to teach visual arts. They must complete the professional studies course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement subject area.

Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. English as a Second Language (ESL) endorsement course work is offered at the university (see below). Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (30-31 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the PreK-12 Education Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 502 Educational Goals and Practices: Elementary (3 credits)*
EDCI 503 Practicum in Goals and Practices: Elementary (1 credit)*
EDCI 506 Foundations of American Education (3 credits)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
EDCI 515 Literacy and Language Across the Curriculum (3 credits)
EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)
EDCI 523 Managing the Classroom Environment: PreK-12 (3 credits)
EDCI 524 Practicum in Managing the Classroom Environment: PreK-12 (1 credit)
EDCI 550 Field Mentorship (6 credits)
INDT 501 Instructional Technologies (3 credits)

**Foreign Language and Latin candidates are required to complete TESL 530 Second Language Methods: PreK-12 Literacy and Language Skills (3 credits) in place of EDCI 502 and 503, for a total of 30 credits.*

MAJOR COURSE OF STUDY: ENGLISH AS A SECOND LANGUAGE ENDORSEMENT

Candidates for licensure in this program should possess a bachelor's degree, including six credits in a modern foreign language. They must complete the professional studies and endorsement course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and the endorsement subject area. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses (30 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the PreK-12 English as a Second Language Program:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
EDCI 523 Managing the Classroom Environment: PreK-12 (3 credits)
EDCI 524 Practicum in Managing the Classroom Environment: PreK-12 (1 credit)
EDCI 550 Field Mentorship (6 credits)
INDT 501 Instructional Technologies (3 credits)
TESL 515 ESL Literacy Strategies: PreK-12 (3 credits)
TESL 516 Practicum in ESL Literacy Strategies: PreK-12 (1 credit)
TESL 530 Second Language Methods: PreK-12 Literacy and Language Skills (3 credits)

English as a Second Language Endorsement Courses (12 credits)

Prerequisite or corequisite: six credits in a modern foreign language

In addition to the 30 credits of professional studies course work outlined above, the following endorsement courses are required of all candidates seeking ESL endorsement:

TESL 500 Introduction to English Linguistics (3 credits)
TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)
or TESL 512 Second Language Acquisition (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
TESL 531 ESL Curriculum, Assessment, and Leadership (3 credits)

MAJOR COURSE OF STUDY: K-12 SPECIAL EDUCATION ENDORSEMENT (GENERAL CURRICULUM AND ADAPTED CURRICULUM)

Candidates for licensure in either of these programs must possess a bachelor's degree and complete the endorsement requirements to teach students with disabilities who are accessing the general curriculum or the adapted curriculum. Candidates must complete the professional studies and endorsement course requirements listed below—or equivalent courses verified by a program advisor—and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies

and the endorsement area. Candidates must be proficient in all competencies to be recommended for licensure.

Professional Studies Courses, General Curriculum (34 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the K-12 Special Education Program, General Curriculum:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 507 Early Literacy and Language Development (3 credits)
EDCI 508 Practicum in Early Literacy and Language Development (1 credit)
EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)
EDCI 550 Field Mentorship (6 credits)
EDSE 519 General and Special Education Goals and Practices: Elementary (3 credits)
EDSE 520 Practicum in Special Education: Elementary (1 credit)
EDSE 521 Language and Literacy for Special Populations (3 credits)
EDSE 522 Practicum in Language and Literacy for Special Populations (1 credit)
EDSE 533 Positive Approaches to Behavior Management (3 credits)
INDT 501 Instructional Technologies (3 credits)

Professional Studies Courses, Adapted Curriculum (34 credits)

The following professional studies courses, or their equivalents, are required of all candidates in the K-12 Special Education Program, Adapted Curriculum:

EDCI 500 Teaching and the Development of the Learner (3 credits)
EDCI 506 Foundations of American Education (3 credits)
EDCI 507 Early Literacy and Language Development (3 credits)
EDCI 508 Practicum in Early Literacy and Language Development (1 credit)
EDCI 550 Field Mentorship (6 credits)
EDSE 521 Language and Literacy for Special Populations (3 credits)
EDSE 522 Practicum in Language and Literacy for Special Populations (1 credit)
EDSE 533 Positive Approaches to Behavior Management (3 credits)
EDSE 539 Characteristics of Students Accessing an Adapted Curriculum (3 credits)
EDSE 540 Practicum in Characteristics of Students Accessing an Adapted Curriculum (1 credit)

EDSE 541 Goals and Practices for Students Accessing an Adapted Curriculum (3 credits)
EDSE 542 Practicum in Goals and Practices for Students Accessing an Adapted Curriculum (1 credit)
INDT 501 Instructional Technologies (3 credits)

Special Education Endorsement Courses (9 credits)

In addition to the 34 credits of professional studies course work outlined above, the following endorsement courses are required of all candidates seeking Special Education endorsement:

EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
EDSE 534 Assessment, Evaluation, and Instructional Planning (3 credits)
EDSE 535 Collaborative Consultation and Transition Planning (3 credits)

Completing the M.Ed. Option (15 credits)

A minimum of 33 credits, excluding practica and field mentorship credits, is required for the M.Ed. The following courses, beyond the initial licensure professional studies course work, are required of all candidates for the M.Ed., with the exception of ESL and special education candidates:

EDCI 525 Mathematics Content for the Elementary Classroom (3 credits)*
EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDCI 589 Applied Research (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
TESL 514 Cross-Cultural Education (3 credits)

*ECDI 525 is required of candidates seeking the endorsement in elementary education; those seeking endorsement in other areas should consult with the program advisor.

Candidates seeking ESL and special education endorsements through UMW degree or certificate programs must successfully complete only EDCI 589 for the M.Ed.

TRACK II
THE M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT

The Master of Education degree is also offered for practicing teachers who already possess initial licensure and is designed to provide opportunities for continuing professional development, master's level licensure for teachers and other school personnel, or endorsements in teaching or administration.

The Instructional Design and Technology (INDT) core is available, as well, to workforce trainers and instructional personnel associated with corporations, military, K-12, higher education, government contractors, federal, state, and local governments, businesses, and health and medical professions.

Candidates for the M.Ed. take nine credits of required course work, as well as the courses required for a 27-credit core specialization, for a total of 36 credits to complete the program.

Students in a Track II program, with the exception of the Instructional Design and Technology core, must possess a collegiate professional or postgraduate professional Virginia license.

CORE PROGRAMS

- Diverse Student Populations (may fulfill gifted education endorsement requirements)
- Educational Leadership (fulfills administration and supervision endorsement requirements)
- English as a Second Language (fulfills ESL endorsement requirements)
- Instructional Design and Technology
- Literacy Specialist (fulfills reading specialist endorsement requirements)
- Secondary Mathematics (in cooperation with the College of Arts and Sciences)
- Special Education (fulfills General Curriculum or Adapted Curriculum endorsement requirements)

Note: *Certificates in Educational Leadership, Gifted Education, Instructional Design and Technology, Literacy Specialist, Teaching English as a Second Language, and Teaching Students with Autism are offered.* ***Information is available in the Education Certificates section.***

ADMISSION, CONTINUANCE, AND EXIT REQUIREMENTS FOR THE TRACK II M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT

Admission Requirements for the Track II M.Ed.

The following are requirements for admission to the Track II M.Ed. for Professional Development or Added Endorsement. A student must:

1. Submit a completed application for admission;
2. Submit official transcripts of all undergraduate and graduate course work;

3. Have earned an undergraduate degree from a regionally-accredited college or university;
4. Have a GPA of 2.5 or higher—2.75 or higher for the Educational Leadership Program—on undergraduate course work and 3.0 or higher on graduate course work;
5. Provide a résumé outlining work experience and education;
6. Provide verification of the collegiate professional or postgraduate professional license (for all programs except Instructional Design and Technology); and
7. Submit two essays.

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

Additional admission requirements for the Educational Leadership Program include:

- Three years of experience as a licensed teacher;
- Three current, sealed references from immediate supervisor and others qualified to address teaching performance and leadership potential;
- An interview; and
- A writing exercise as part of the interview that may involve responding to a case study or producing a sample administrative letter.

Continuance Requirements for the Track II M.Ed.

A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program. A student must be in good standing for admission into EDCI 551 Field Internship or EDEL 551 Internship in Educational Leadership. EDCI 551 and EDEL 551 are by application only. Deadlines for applications are October 1 for spring and February 1 for summer and fall.

Students who voluntarily interrupt their enrollment for one semester should refer to the Leave of Absence policy in the Academic Rules and Regulations section.

Exit Requirements for the Track II M.Ed.

Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA. To acquire a school personnel licensure endorsement, which is not necessarily connected to degree completion, all endorsement requirements must be met for the endorsement sought. In the case of the administration and supervision endorsement, this includes a qualifying score on the School Leaders Licensure

Assessment. In the case of the reading specialist endorsement, this includes a qualifying score on the Virginia Reading Assessment. Once all course work is completed, application for the added endorsement is made to the VDOE through the school division's personnel office.

Readmission to the Track II M.Ed. for Professional Development or Added Endorsement

Students who have not attended the University for three consecutive semesters must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from the time of first admission is still in effect. Academic work that was completed more than four years before the date at which the M.Ed. is awarded may no longer be acceptable in satisfying degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the department chair for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

REQUIRED OF ALL PROGRAMS IN TRACK II M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT (9 CREDITS)

EDCI 546 Evaluation for Instructional Improvement* (3 credits)
EDCI 590 Individual Research (3 credits)
INDT 501 Instructional Technologies* (3 credits)

*Educational Leadership students are required to complete EDEL 548 Evaluation for Instructional Improvement in place of EDCI 546 and INDT 545 Organizational Leadership in Educational Technology in place of INDT 501.

DIVERSE STUDENT POPULATIONS CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

This concentration is designed to enhance the skills of the classroom practitioner in meeting the needs of diverse student populations. Individuals can elect to pursue the gifted education endorsement.

Required Courses (9 credits)

EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
TESL 514 Cross-Cultural Education (3 credits)

Elective Courses (18 credits)

Courses may be selected from other programs—ESL, gifted education, special education (including courses in teaching students with autism), literacy,

and instructional technology courses—with approval of the advisor. Selections may be designed to fulfill the gifted endorsement requirements, as follows:

EDCI 541 Identification and Assessment of Gifted Students (3 credits)
EDCI 542 Models and Strategies for Teaching Gifted Students (3 credits)
EDCI 543 Differentiated Curriculum for the Gifted (3 credits)
EDCI 551 Field Internship (3 credits)
May be waived with appropriate experience.

Note: *A Graduate Certificate in Gifted Education is also offered.* ***Information is available in the Education Certificates section.***

EDUCATIONAL LEADERSHIP CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

This program is offered in a cohort format and fulfills administration and supervision endorsement requirements. A passing score on the School Leaders License Assessment is required for endorsement.

Required Courses

EDEL 539 Special Education Leadership in Schools (3 credits)
EDEL 540 Leadership for Learning and Diverse Student Populations (3 credits)
EDEL 541 Developing, Administering, and Evaluating Curriculum (3 credits)
EDEL 542 Managing Schools and School-Community Relationships (3 credits)
EDEL 543 Professional Development and Supervision of School Personnel (3 credits)
EDEL 545 School Law and Society (3 credits)
EDEL 546 Educational Policy and Decision Making (3 credits)
EDEL 547 Literacy Leadership for Administrators (3 credits)
EDEL 551 Internship in Educational Leadership (3 credits)
INDT 545 Organizational Leadership in Educational Technology (3 credits)

Note: *A Graduate Certificate in Educational Leadership is also offered.* ***Information is available in the Education Certificates section.***

ESL CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

Prerequisite or corequisite: six credits in a modern foreign language

This program is designed to enhance the skills of the classroom practitioner in meeting the needs of nonnative speakers of English.

Required Courses (27 credits)

TESL 500 Introduction to English Linguistics (3 credits)
TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)
TESL 512 Second Language Acquisition (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
TESL 515 ESL Literacy Strategies: PreK-12 (3 credits)
TESL 530 Second Language Methods: PreK-12 Literacy and Language Skills (3 credits)
TESL 531 ESL Curriculum, Assessment, and Leadership (3 credits)
Selected courses, in consultation with program advisor (6 credits)

Note: *A Graduate Certificate in Teaching English as a Second Language is also offered.* ***Information is available in the Education Certificates section.***

INSTRUCTIONAL DESIGN AND TECHNOLOGY CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

This program is offered in a cohort format and is designed for students interested in the application of new technologies, learning theory, and research to solve instructional and performance challenges. Graduates of this program may assume instructional designer positions in corporate, government, K-12, higher education, military, and non-profit sectors. Courses are designed to improve student learning using the system design approach.

The competencies addressed in this program reflect the International Society for Technology in Education National Educational Technology Standards (ISTE/NETS) for teachers and administrators, Virginia state standards, and the American Society for Training and Development (ASTD).

Required Courses

INDT 510 Foundations and Theories of Instructional Design and Technology (3 credits)
INDT 521 Information Literacy in the Digital Age (3 credits)
INDT 522 Distributed Learning and Collaboration (3 credits)
INDT 530 Instructional Design (3 credits)
INDT 531 Emerging and Assistive Technologies (3 credits)
INDT 532 New Media Design (3 credits)
INDT 533 Visual Literacy and Design (3 credits)
INDT 545 Organizational Leadership in Educational Technology (3 credits)
INDT 547 Special Topics in Instructional Design and Technology (3 credits)

Note: *A Graduate Certificate in Instructional Design and Technology is also offered.* ***Information is available in the Education Certificates section.***

LITERACY SPECIALIST CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

This program leads to a reading specialist endorsement and prepares teachers to take a reading specialist position in a school or district. The courses are designed to prepare reading/literacy specialists in the areas of foundational knowledge, instructional strategies and curriculum development, assessment and intervention, literacy in communication, and literacy leadership. The program supports local school districts and the Virginia Department of Education in improving reading performance through highly qualified reading professionals, as well as addressing the teacher shortage in the area of reading specialist. A passing score on the Virginia Reading Assessment for reading specialists is required for endorsement.

Required Courses

EDLS 540 Psychology of Literacy (3 credits)
EDLS 541 Linguistic Foundations of Literacy (3 credits)
EDLS 542 Literacy Curriculum and Instruction I: Emergent-Elementary (3 credits)
EDLS 543 Literacy Curriculum and Instruction II: Adolescent (3 credits)
EDLS 544 Literacy Assessment and Evaluation (3 credits)
EDLS 545 Writing Process and Instruction (3 credits)
EDLS 546 Leadership in Literacy Education (3 credits)
EDLS 547 Literacy and Diverse Student Populations (3 credits)
EDLS 548 Internship: Applied Literacy Research (3 credits)

Note: *A Graduate Certificate in Literacy Specialist is also offered.* ***Information is available in the Education Certificates section.***

SECONDARY MATHEMATICS CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

Note: *Offered in cooperation with the College of Arts and Sciences.*

This program is offered in a cohort format and is intended for licensed teachers who have a strong background in undergraduate mathematics, preferably a bachelor's degree with a major in mathematics. The courses are designed to strengthen the content and pedagogical knowledge of teachers and to better prepare them to teach Advanced Placement and International Baccalaureate courses and the dual enrollment courses offered at high schools in cooperation with community colleges. A minimum of 36 credits is required for the degree.

Required Courses (6 credits)

MAED 501 Calculus for Teachers (3 credits)
MAED 540 Teaching Mathematics in Middle and Secondary Schools (3 credits)

Elective Courses (21 credits to be selected)

MAED 502 Analysis for Teachers (3 credits)
MAED 510 Linear Algebra for Teachers (3 credits)
MAED 520 Discrete Mathematics for Teachers (3 credits)
MAED 530 Probability and Statistics for Teachers (3 credits)
MAED 547 Special Topics in Mathematics for Teachers (1-6 credits)
MAED 550 History of Mathematics (3 credits)
MAED 560 Geometry for Teachers (3 credits)
MAED 570 Algebra and Number Theory for Teachers (3 credits)
MAED 580 Mathematical Modeling for Teachers (3 credits)

SPECIAL EDUCATION CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

Fulfills General Curriculum endorsement requirements.

Required Courses (27 credits)

EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)
EDCI 551 Field Internship (3 credits)
May be waived with appropriate experience.
EDSE 519 General and Special Educational Goals and Practices: Elementary (3 credits)
EDSE 521 Language and Literacy for Special Populations (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
EDSE 533 Positive Approaches to Behavior Management (3 credits)
EDSE 534 Assessment, Evaluation, and Instructional Planning (3 credits)
EDSE 535 Collaborative Consultation and Transition Planning (3 credits)
Selected courses, in consultation with advisor (3-6 credits)

SPECIAL EDUCATION CORE REQUIREMENTS (27 CREDITS; 36 CREDITS FOR M.ED.)

Fulfills Adapted Curriculum endorsement requirements.

Required Courses (27 credits)

EDCI 551 Field Internship (3 credits)
May be waived with appropriate experience.
EDSE 521 Language and Literacy for Special Populations (3 credits)
EDSE 531 Survey of Special Education: Characteristics and Legal Issues (3 credits)
EDSE 533 Positive Approaches to Behavior Management (3 credits)
EDSE 534 Assessment, Evaluation, and Instructional Planning (3 credits)
EDSE 535 Collaborative Consultation and Transition Planning (3 credits)

EDSE 539 Characteristics of Students Accessing an Adapted Curriculum (3 credits)
EDSE 541 Goals and Practices for Students Accessing an Adapted Curriculum (3 credits)
Selected courses, in consultation with advisor (3-6 credits)

MASTER OF SCIENCE IN ELEMENTARY EDUCATION

The Master of Science in Elementary Education Program is a five-year undergraduate-graduate program. Students complete education coursework and field experiences at the undergraduate level; graduate with their bachelor's degree with a liberal arts or sciences major from the University of Mary Washington; and return for one more year during which they complete graduate education coursework, an internship, and a research study (30 total graduate credits).

Required Graduate Courses (30 credits)

EDUC 510 The Inclusive Classroom (4 credits)
EDUC 514 Constructivist and Developmental Teaching in the Elementary School (4 credits)
EDUC 521 Educational Research Methods (2 credits)

One of the following courses, EDUC 522-529 (4 credits each)

EDUC 522 Arts Specialization
EDUC 523 Foreign Language Specialization
EDUC 524 Instructional Technology Specialization
EDUC 525 Literacy Specialization
EDUC 526 Mathematics Specialization
EDUC 527 Science Specialization
EDUC 528 Social Studies Specialization
EDUC 529 Special Education Specialization
EDUC 530 Masters Research (3 credits)
EDUC 539 Graduate Internship Seminar (1 credit)
EDUC 540 Teaching Internship (12 credits)

CERTIFICATES IN EDUCATION AND TEACHER LICENSE RENEWAL COURSES

ADMISSION REQUIREMENTS FOR EDUCATION CERTIFICATES

To be considered for one of the education certificates, the applicant must submit the following items to the Office of Admissions:

1. Application for Admission;
2. An essay detailing the applicant's career plans upon completion of the certificate;
3. Application for Virginia In-State Tuition Rates (if applicable);
4. Nonrefundable application fee;
5. Official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university; for Graduate Certificate in Literacy Specialist and Graduate Certificate in Educational Leadership, official transcripts indicating completion of a master's degree from a regionally-accredited college or university are also required; and
6. A copy of a valid Virginia five-year renewable license (required for Educational Leadership, Literacy Specialist, Gifted Education, and K-12 teachers in Instructional Design and Technology).

Note: *Admission requirements for students who wish to pursue the Graduate Certificate in Educational Leadership are identical to the requirements for the M.Ed. in Educational Leadership* ***(as described in the Master of Education Track II section).***

GRADUATE CERTIFICATE IN ASSISTIVE TECHNOLOGY (15 CREDITS)

This certificate program is designed to enhance knowledge and strategies related to the use of technology-assisted applications, adaptations, and services. Students enrolled in this certificate are exposed to key areas of scholarly, applied, legal, environmental, and regulatory practices within the field of assistive technology. Instructional methods, training and assessment, and documentation approaches are covered. The certificate is valuable for individuals in education and professional settings in providing researched-based best practices of instructional methods, authentic experiences, criteria for establishing appropriate accessible technology plans and visions, and implementation strategies for transitioning to different environments. Courses

taken at other institutions and approved for the certificate must be officially transferred into the program.

Required Courses (15 credits)

INDT 531 Emerging and Assistive Technologies (3 credits)
INDT 533 Visual Literacy and Design (3 credits)
INDT 534 Alternative Sensory Input and Communication (3 credits)
INDT 557 Workplace, Transition, and Environmental Issues in Assistive Technology (3 credits)
INDT 558 Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)

GRADUATE CERTIFICATE IN EDUCATIONAL LEADERSHIP (24 CREDITS)

This certificate program is offered for prospective students who possess a master's degree and wish to pursue the administration and supervision endorsement only. Admission, continuance, and exit requirements are the same as those for the M.Ed. in Educational Leadership. The certificate consists of 24 credits, which include the internship. Courses taken at other institutions and approved for the certificate must be officially transferred into the program. Application for the added endorsement is made through the school division's personnel office. A passing score on the School Leaders Licensure Assessment (SLLA) is also required for endorsement.

Required Courses (24 credits)

EDEL 539 Special Education Leadership in Schools (3 credits)
EDEL 540 Leadership for Learning and Diverse Student Populations (3 credits)
EDEL 542 Managing Schools and School-Community Relationships (3 credits)
EDEL 543 Professional Development and Supervision of School Personnel (3 credits)
EDEL 545 School Law and Society (3 credits)
EDEL 546 Educational Policy and Decision Making (3 credits)
EDEL 548 Evaluation for Instructional Improvement (3 credits)
EDEL 551 Internship in Educational Leadership (3 credits)

Note: *EDEL 541 Developing, Administering, and Evaluating Curriculum is not required but is strongly recommended for those certificate students without a master's degree in curriculum and instruction.*

GRADUATE CERTIFICATE IN GIFTED EDUCATION (MINIMUM OF 12 CREDITS)

A Graduate Certificate in Gifted Education is offered for prospective students who possess both a bachelor's degree and a valid Virginia collegiate professional or a postgraduate professional license, and who wish to pursue the gifted education add-on endorsement only. The certificate requires a minimum of 12 credits of graduate course work. An internship is also required for endorsement. However, if a candidate can document—to the satisfaction of the faculty and his/her school division personnel office—a year of successful, full-time teaching of heterogeneously or homogeneously grouped gifted students under the mentorship of a gifted-endorsed teacher, the three credits of internship may be waived. Competency in writing—grammar, usage, and mechanics—must also be demonstrated and documented. There must be assurance that all state-required competencies are met. Courses taken at other institutions and approved for the certificate must be officially transferred into the program. Once all course work is completed, application for the add-on endorsement is made to the Virginia Department of Education through the school division's personnel office.

Required Courses (12-15 credits)

EDCI 540 Characteristics and Education of Gifted Students (3 credits)
EDCI 541 Identification and Assessment of Gifted Students (3 credits)
EDCI 542 Models and Strategies for Teaching Gifted Students (3 credits)
EDCI 543 Differentiated Curriculum for the Gifted (3 credits)
EDCI 551 Field Internship (3 credits)
May be waived with appropriate experience.

GRADUATE CERTIFICATE IN INSTRUCTIONAL DESIGN AND TECHNOLOGY (15 CREDITS)

This certificate is designed for students interested in the application of new technologies, learning theory, and research to solve instructional and performance problems. Those who complete the certificate may assume instructional designer positions in corporate, government, K-12, higher education, and non-profit sectors. Courses are designed to improve student learning using the system design approach.

The competencies addressed in this program reflect the International Society for Technology in Education National Educational Technology Standards (ISTE/NETS) for teachers and administrators, Virginia state standards, and the American Society for Training and Development (ASTD).

Courses taken at other institutions and approved for the certificate must be officially transferred into the program.

Required Courses (12 credits)

INDT 501 Instructional Technologies (3 credits)
INDT 521 Information Literacy in the Digital Age (3 credits)
INDT 522 Distributed Learning and Collaboration (3 credits)
INDT 530 Instructional Design (3 credits)

Elective Course (3 credits to be selected)

INDT 510 Foundations and Theories of Instructional Design and Technology (3 credits)
INDT 531 Emerging and Assistive Technologies (3 credits)
INDT 532 New Media Design (3 credits)
INDT 533 Visual Literacy and Design (3 credits)
INDT 545 Organizational Leadership in Educational Technology (3 credits)
INDT 547 Special Topics in Instructional Design and Technology (3 credits)

GRADUATE CERTIFICATE IN LITERACY SPECIALIST (24 CREDITS)

This certificate program provides teachers with the knowledge to become leaders in the area of literacy instruction and leads to the reading specialist endorsement. It is offered for prospective students who possess a master's degree and a valid Virginia postgraduate professional license. Courses taken at other institutions and approved for the certificate must be officially transferred into the program. Application for the added endorsement is made through the school division's personnel office. A passing score on the Virginia Reading Assessment for reading specialists is required for endorsement.

Required Courses (24 credits)

EDLS 541 Linguistic Foundations of Literacy (3 credits)
EDLS 542 Literacy Curriculum and Instruction I: Emergent-Elementary (3 credits)
EDLS 543 Literacy Curriculum and Instruction II: Adolescent (3 credits)
EDLS 544 Literacy Assessment and Evaluation (3 credits)
EDLS 545 Writing Process and Instruction (3 credits)
EDLS 546 Leadership in Literacy Education (3 credits)
EDLS 547 Literacy and Diverse Student Populations (3 credits)
EDLS 548 Internship: Applied Literacy Research (3 credits)

GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE (18 CREDITS)

The Graduate Certificate in Teaching English as a Second Language is offered to prospective students who possess a bachelor's degree and six credits of modern foreign language. Teachers who possess a valid Virginia teaching

license may be eligible for an additional endorsement in English as a Second Language (ESL) upon completion of the certificate program. In addition, the certificate is an internationally recognized credential for teaching English in a variety of instructional settings overseas. Courses taken at other institutions and approved for the certificate must be officially transferred into the program. Application for the added endorsement is made through the school division's personnel office.

Note: *Official transcripts showing completion of six credits of foreign language are required prior to the awarding of the certificate. If a student's primary language is not English, all six credits must be in English.*

Required Courses (12 credits)

TESL 500 Introduction to English Linguistics (3 credits)
TESL 514 Cross-Cultural Education (3 credits)
TESL 515 ESL Literacy Strategies: PreK-12 (3 credits)
TESL 530 Second Language Methods: PreK-12 Literacy and Language Skills (3 credits)

Elective Courses (6 credits to be selected)

TESL 502A Sociolinguistics and Cross-Cultural Communication (3 credits)
TESL 510 Applied English Phonetics and Phonology (3 credits)
TESL 511A Applied Linguistics: Grammar and Meaning (3 credits)
TESL 512 Second Language Acquisition (3 credits)
TESL 513 Special Studies in Linguistics and Language Learning (3 credits)
TESL 531 ESL Curriculum, Assessment, and Leadership (3 credits)
TESL 532 Differentiated Instruction Across the Curriculum for English Language Learners (3 credits)

POST-BACCALAUREATE CERTIFICATE IN TEACHING STUDENTS WITH AUTISM (12 CREDITS)

The University of Mary Washington offers opportunities intended to enhance the effectiveness of licensed teachers and other professionals working with students with autism.

The Certificate in Teaching Students with Autism, requires the completion of four graduate courses designed to assist licensed teachers in meeting the needs of students with autism.

Required Courses for the Certificate (12 credits)

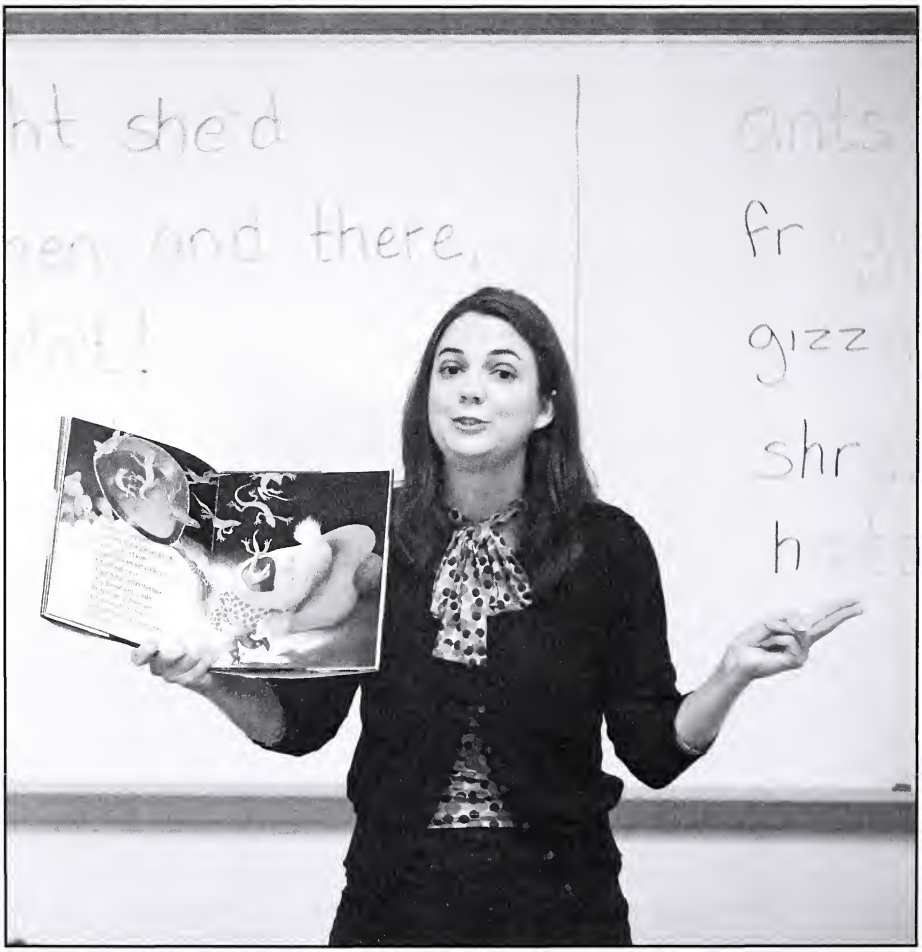
EDSE 533 Positive Approaches to Behavior Management (3 credits)
EDSE 537 Characteristics of Students with Autism Spectrum Disorders (3 credits)

EDSE 538 Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3 credits)
INDT 531 Emerging and Assistive Technologies (3 credits)

Note: *Each course in the certificate program meets Virginia Autism Council Competencies and Council for Exceptional Children Standards, where appropriate.*

TEACHER LICENSE RENEWAL COURSES

A variety of teacher license renewal and professional development courses are offered in weekend and evening formats throughout the year. For specific courses, dates, and times, students should call (540) 286-8000 or consult the current Professional Development for Educators schedule on the web site at www.umw.edu/education. (Courses selected for license renewal should be pre-approved by the school division.)



GRADUATE COURSE DESCRIPTIONS

EDUCATION CURRICULUM AND INSTRUCTION (EDCI)

EDCI 500 – Teaching and the Development of the Learner (3)
This course provides the teacher candidate with an orientation to teaching, and to the growth and development of the learner. The course introduces the knowledge, skills, and attitudes requisite to competent teaching that must be demonstrated by the candidate to successfully complete the program. Required performance-based standards in planning, instruction, classroom environment, communication, and professionalism, as well as key indicators and evaluation instruments used to assess these standards, are presented. In compliance with state-mandated training, the teacher candidate completes study in child abuse recognition and intervention. The teacher candidate should self-monitor his/her professional development throughout the program. Virginia Standards of Learning in subject areas and technology are introduced. The range of human development through adolescence, including physical, intellectual, social, emotional, and speech and language aspects, and its impact on instructional practices and decisions are examined.

EDCI 502 – Educational Goals and Practices: Elementary (3)
Recommended prerequisite or corequisite: EDCI 500. Corequisite: EDCI 503 or approval of program advisor. This course focuses on the application of teaching and learning models in the elementary classroom. Special emphasis is placed on the relationships among assessments, instruction, and monitoring student progress. The course allows the prospective teacher to explore discipline-based curriculum methods, including practices for second language learners, English language learners, gifted and talented students, and those students with disabling conditions.

EDCI 503 – Practicum in Goals and Practices: Elementary (1)
Prerequisite or corequisite: EDCI 502 or approval of program advisor. This practicum provides the prospective teacher with experience in assessment/evaluation strategies. The prospective teacher designs and implements lesson plans focused on the assessment and evaluation of learning, based on the Virginia Standards of Learning. The use of instructional technology is encouraged within these lesson plans. (Pass/fail option only)

EDCI 506 – Foundations of American Education (3)
Recommended prerequisite or corequisite: EDCI 500. This course introduces the prospective teacher to the issues and challenges of schooling in the United States. Although historical and philosophical contexts are addressed, contemporary political, sociological, and economic issues are emphasized. Teaching is viewed in the context of the culture of schools and the influences that shape it, including the important role assessment plays in instructional design and decision making. The legal rights and responsibilities of teachers and students, diverse learner populations, and school and community involvement are specific topics addressed in the course.

EDCI 507 – Early Literacy and Language Development (3)
Recommended prerequisite or corequisite: EDCI 500. Corequisite: EDCI 508 or approval of program advisor. This course focuses on early literacy instruction that is based on knowledge of language acquisition that promotes young children's literacy development. Emphasis is placed on current theories, instructional approaches, assessment, and evaluation of

teaching and learning language processes. Virginia Standards of Learning in elementary English and technology are addressed. Course topics include language acquisition and reading, specifically phonemic awareness, concepts of print, systematic explicit phonics instruction, word study curriculum, fluency, vocabulary, comprehension, writing process, literature-based and curriculum integration, and classroom organization.

EDCI 508 – Practicum in Early Literacy and Language Development (1)
Prerequisite or corequisite: EDCI 507 or approval of program advisor. This practicum allows the prospective teacher to experience early literacy development in a classroom setting and to apply appropriate strategies and techniques, materials, technologies, and organizational patterns to this context. (Pass/fail option only)

EDCI 509 – Language and Literacy Development (3)
Recommended prerequisite or corequisite: EDCI 500. Corequisite: EDCI 510 or approval of program advisor. This course focuses on promoting the intermediate learner's literacy development and language acquisition. Emphasis is placed on current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking in the content areas. Specific topics include comprehension skills, writing processes, questioning strategies, summarizing, and retelling. This course allows prospective teachers to explore literature to support instruction and independent reading.

EDCI 510 – Practicum in Language and Literacy Development (1)
Prerequisite or corequisite: EDCI 509 or approval of program advisor. This practicum allows the prospective teacher to experience literacy and communication development in a classroom setting and to apply appropriate strategies and techniques, materials, technologies, and organizational patterns to this context. (Pass/fail option only)

EDCI 511 – Educational Goals and Practices: Middle or Secondary (3)
Recommended prerequisite or corequisite: EDCI 500. Corequisite: EDCI 512 or approval of program advisor. This course focuses on the principles of learning, the application of skills in discipline-specific methodology, communication processes, selection and use of course materials, and evaluation of pupil performance in middle and secondary school settings. Emphasis is placed on the relationship among assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. This course, co-taught by lead teachers in the specific subject disciplines, allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom.

EDCI 512 – Practicum in Goals and Practices: Middle or Secondary (1)
Prerequisite or corequisite: EDCI 511 or approval of program advisor. This practicum provides the prospective teacher with experiences in secondary or middle school curriculum and instruction. The prospective teacher designs and implements lesson plans based on the Virginia Standards of Learning. The use of instructional technology is encouraged within these lesson plans. (Pass/fail option only)

EDCI 515 – Literacy and Language Across the Curriculum (3)
Recommended prerequisite or corequisite: EDCI 500. Corequisite: EDCI 516 or approval of program advisor. This course explores reading and language acquisition in the content areas. Emphasis is placed on comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension. Students explore strategies to foster appreciation of literature that supports the curriculum.

EDCI 516 – Practicum in Literacy and Language Across the Curriculum (1)
Prerequisite or corequisite: EDCI 515 or approval of program advisor. This practicum addresses the assessment of student literacy needs in a content area classroom, as well as the application of appropriate strategies, materials, and technologies to assist students in becoming competent with learning strategies. (Pass/fail option only)

EDCI 519 – Managing the Classroom Environment: Elementary (3)
Recommended prerequisite or corequisite: EDCI 500. Corequisite: EDCI 520 or approval of program advisor. This course focuses on the understanding and application of classroom and behavior management techniques, the

development of a classroom community environment, and individual interventions. The prospective teacher addresses behavioral, cognitive, social, affective, and ecological-based practices that support the development of social skills and self-discipline to promote learning in the elementary classroom.

EDCI 520 – Practicum in Managing the Classroom Environment: Elementary (1)
Prerequisite or corequisite: EDCI 519 or approval of program advisor. This practicum provides the prospective teacher with experience in classroom management strategies. The prospective teacher designs and implements lesson plans that contribute to the development of a classroom community environment, follow designed procedures, and comply with a classroom management plan. (Pass/fail option only)

EDCI 521 – Managing the Classroom Environment: Middle or Secondary (3)
Recommended prerequisite or corequisite: EDCI 500. Corequisite: EDCI 522 or approval of program advisor. This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and individual interventions. The prospective teacher addresses behavioral, cognitive, social, affective, and ecological-based practices that support the development of social skills and self-discipline to promote learning in the middle and secondary classroom.

EDCI 522 – Practicum in Managing the Classroom Environment: Middle or Secondary (1)
Prerequisite or corequisite: EDCI 521 or approval of program advisor. This practicum provides the prospective teacher with experience in classroom management strategies. The prospective teacher designs and implements lesson plans that contribute to the development of a classroom community environment, follow designed procedures, and comply with a classroom management plan. (Pass/fail option only)

EDCI 523 – Managing the Classroom Environment: PreK-12 (3)
Recommended prerequisite or corequisite: EDCI 500. Corequisite: EDCI 524 or approval of program advisor. This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and individual interventions. The prospective teacher addresses behavioral, cognitive, social, affective, and ecological-based practices that support the development of social skills and self-discipline to promote learning in the PreK-12 classroom.

EDCI 524 – Practicum in Managing the Classroom Environment: PreK-12 (1)
Prerequisite or corequisite: EDCI 523 or approval of program advisor. This practicum provides the prospective teacher with experience in classroom management strategies. The prospective teacher designs and implements lesson plans that contribute to the development of a classroom community environment, follow designed procedures, and comply with a classroom management plan. (Pass/fail option only)

EDCI 525 – Mathematics Content for the Elementary Classroom (3)
This course addresses the content of the Virginia Standards of Learning for grades PreK-6 and covers the knowledge and skills necessary for effective mathematics instruction in the elementary classroom. Emphasis is placed on a diagnostic-prescriptive instructional approach to mathematics content.

EDCI 526 – Social Sciences Content for the Elementary Classroom (3)
This course addresses the content of the Virginia Standards of Learning for grades PreK-6 and covers the knowledge and skills necessary for effective social sciences instruction in the elementary classroom. Emphasis is placed on developing critical thinking skills in helping students understand social sciences content.

EDCI 527 – Science Content for the Elementary Classroom (3)
This course addresses the content of the Virginia Standards of Learning for grades PreK-6 and covers the knowledge and skills necessary for effective science instruction in the elementary classroom. Emphasis is placed on the processes and organizing concepts of the core scientific disciplines.

EDCI 540 – Characteristics and Education of Gifted Students (3)
This course is designed to provide a broad overview of the field of gifted education, including a brief history of the field, varied conceptions of giftedness and identification methods, characteristics and needs of a wide range of gifted learners, programming

options, and curriculum and instruction for gifted learners, underserved populations, social and emotional needs, parent/community involvement, and best practices in gifted education. Course participants gain a foundation in the field of gifted education and the needs of gifted learners that are built upon in subsequent courses.

EDCI 541 – Identification and Assessment of Gifted Students (3)
Recommended prerequisite or corequisite: EDCI 540. This course explores the variety of techniques that can be used to identify gifted students, including psychometric procedures and performance and product assessment. Emphasis is placed on identifying giftedness and the continuous assessment required to turn potential into maximal levels of performance. Topics include standardized testing; alternatives, such as performance assessment and portfolios, rating scales and checklists, evaluation of student records information, and case studies; and gathering, analyzing, and reporting formative and summative data.

EDCI 542 – Models and Strategies for Teaching Gifted Students (3)
Recommended prerequisite or corequisite: EDCI 540. This course focuses on specific strategies and program models that adapt instruction for gifted students. Specific strategies that relate to student differences are applied in the classroom setting. Participants are able to develop an understanding of both the theoretical and practical implications of the models and strategies and learn how they can contribute to promoting academic challenge and learner independence. Topics include accelerated and enriched core academic programs, models and strategies that address specific expressions of giftedness, the integration of curriculum (both multiple disciplines and gifted curriculum into the regular school curriculum), and curricula for gifted students in special populations.

EDCI 543 – Differentiated Curriculum for the Gifted (3)
Recommended prerequisite or corequisite: EDCI 540. This course focuses on current theory and principles of differentiation and specific strategies that adapt instruction in order to meet the characteristics of gifted learners. Specific differentiation strategies that relate to student differences with high levels of ability are applied in the classroom setting.

EDCI 544 – Creative Problem Solving (3)
This course focuses on creative problem solving, both for the teachers and their students. Course participants gain and apply knowledge about the various definitions of creativity, problem solving style, generating and focusing tools, thinking strategies, and the process of creative problem solving. Participants apply the tools, strategies, and creative problem solving processes to instruction and classroom environment through class activities.

EDCI 545 – Issues and Trends in Gifted Education (3)
Prerequisite: EDCI 540. This seminar-style course focuses on the current issues and trends in gifted education. Students analyze, synthesize, and discuss current research and views to formulate their own positions regarding the issues and trends. Students write scholarly papers and lead discussions supporting various themes addressed.

EDCI 546 – Evaluation for Instructional Improvement (3)
This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants write a data-based improvement plan.

EDCI 547 – Special Topics Seminar (3-6)
This course is designed to treat current topics in education that are of particular interest to program participants and faculty.

EDCI 550 – Field Mentorship (6)
Prerequisites: EDCI 500-524 and INDT 501. This is the capstone experience of the initial licensure program. The prospective teacher is challenged to blend personal and educational experiences to teach in the classroom under the mentorship of a skillful practicing teacher. Field mentorship is a 14-week field-based teaching experience at the appropriate grade level or subject area. Self-analysis and reflection on planned and implemented instruction, and conferencing with the mentor teacher and university supervisor, are prominent aspects of the experience. Prospective teachers meet as a group throughout the experience for seminars and workshops. The field mentorship

experience and concurrent seminars are designed to assist the teacher candidate with performance of the required program standards and competencies, which must be demonstrated to successfully complete the initial licensure program.

EDCI 551 – Field Internship (3-6)
Recommended prerequisite: All course work required for an add-on endorsement. This practicum is the capstone experience for an added endorsement. It provides the opportunity to apply the skills, understandings, and competencies requisite to the specific endorsement under the auspices of a mentor licensed in that endorsement. Credit requirements and placement are determined by the specific add-on endorsement sought. (Pass/fail option only)

EDCI 580 – Introduction to Research (3)
This course introduces M.Ed. candidates to scholarly research and writing in the field of education. The emphasis is on understanding and conducting educational research for instructional improvement and professional development. It provides thorough exposure to theoretical and research literature and to quantitative and qualitative research methodologies. It also covers essentials of research project development, including development of topic, problem statement and annotated bibliography, review and synthesis of literature, collection and analysis of data, and use of APA style. Students conduct a literature review and draft a quality research proposal upon completion of the course. (Strongly recommended as a Track II elective.)

EDCI 589 – Applied Research (3)
Prerequisite: 24 credits of Initial Licensure/M.Ed. course work or approval of program advisor; open to Track I students only. This course provides an experience in conducting and applying research for the advancement of the educational profession. In a workshop format, the course covers principles of educational research, including development of a topic, review and synthesis of scholarly literature, and practical application of research findings. Students write an in-depth literature review on a topic of their choice that is beyond the scope of regular course offerings. They also develop an authentic means of applying the findings from their literature review (such as a unit plan, web site, or professional development presentation). Final project reports are archived in the campus library.

EDCI 590 – Individual Research (3)
Prerequisite: 27 credits of M.Ed. course work or approval of the program advisor; open to Track II students only. This is an experience in self-directed learning and research which are primary goals of the program. Track II M.Ed. candidates conduct original research on a topic of study in education that is beyond the scope of regular course offerings. Working individually with a faculty advisor, students review the pertinent literature, conduct qualitative or quantitative research, and write a report of their research following conventions of the discipline. Although research is the primary goal, the final project may include a supplemental component, such as a curriculum restructuring plan, a proposal for public policy change, or a professional development workshop. A formal research proposal must be submitted for approval by the M.Ed. faculty in a semester preceding enrollment in the course. Final project reports are archived in the campus library.

EDCI 591 – Individual Study (1-6)
By permission of the department chair, students may engage in 1-6 credits of individual study under the direction of a member of the full-time M.Ed. faculty. A proposal for the study project and number of credits must be approved by the faculty member and department chair before registration.

EDUCATIONAL LEADERSHIP (EDEL)

EDEL 539 – Special Education Leadership in Schools (3)
This course focuses on the knowledge and skills necessary to administer special education programs and to ensure the achievement of students with disabilities. Topics include legal requirements and procedures, characteristics of students with disabilities and the effect of these characteristics on student behavior, effective instructional and behavior management practices, managing school teams, facilitating inclusion and collaboration, assessment of students with disabilities, and assistive technology.

EDEL 540 – Leadership for Learning and Diverse Student Populations (3)
This course provides the knowledge,

understanding, and application of applied learning and motivational theory, of systems, organizations and basic leadership theory, and of the purpose of education necessary for effective instructional leadership through collective professional capacity. Emphasis is placed on analyzing and assessing instructional needs in order to design, implement, and evaluate instruction that is appropriate for diverse student populations. Topics include the application of human development and motivation theories to various learning environments, the range of learner difference in a diverse school community, principles of effective use of technology in instruction, and techniques for the assessment and evaluation of learning, and planning for curricular alignment and instructional management.

EDEL 541 – Developing, Administering, and Evaluating Curriculum (3)
This course examines leadership in K-12 curriculum design, implementation, evaluation, and change. Perspectives are provided on developing a systematic school curriculum that meets the needs of a diverse student population. Influences on curriculum leadership at the school, division, state, and national levels are addressed. Topics include balancing the mastery of fundamentals with curriculum enrichment, providing for the highest achievement of all students, developing and implementing mapping and pacing guides, interpreting data, and integrating technology. In addition, students are provided opportunities to develop research skills that assist them in discovering, understanding, and applying best practices as they exercise instructional leadership in their schools.

EDEL 542 – Managing Schools and School-Community Relationships (3)
This course focuses on the social and political contexts of schools and provides an overview of practical and theoretical aspects of managing a school and relating to its larger communities. It emphasizes utilizing school staff, parents, and community resources and partnerships to build a positive culture necessary to achieve desired educational goals. Topics include understanding political structures, management and leadership skills that achieve effective and efficient organizational operations, community relations, improving communication, shared-decision making, conflict negotiation and management, crisis intervention, legal and ethical issues, and strategic marketing and utilization of media.

EDEL 543 – Professional Development and Supervision of School Personnel (3)
This course focuses on the theory and practical applications related to human resource management in public and non-public school systems. Strategies and assessment related to human resource management and development, including adult learning, motivation, and professional development, are examined. Interviewing skills, consensus building, and performance evaluation of school personnel are emphasized. Instructional strategies include simulations, case studies, and practice in oral and written communication.

EDEL 545 – School Law and Society (3)
This course examines administrative, judicial, statutory, and constitutional laws and regulations which have application to public education. Through the use of the case study approach and the Code of Virginia, the legal rights and responsibilities of public and non-public school personnel are addressed. Emphasis is placed on special education law as it applies to diverse learner populations and legal issues surrounding school safety, finance, and technology in the school setting.

EDEL 546 – Educational Policy and Decision Making (3)
This course focuses on the political, economic, and social concepts and strategies involved in educational policy development and decision-making in a school setting. Emphasis is placed on the role of leadership and ethics in a global society, as grounded in educational foundations. Course topics include problem analysis, strategic and long-range planning, models for change management in educational settings, conflict resolution, policy development, personnel issues, technology, and the value of diverse school communities (e.g., issues in ESL policy for language minority students) in a democratic society. Theory and practical applications, simulations, and demonstrations are emphasized.

EDEL 547 – Literacy Leadership for Administrators (3)
This course focuses on building capacity in schools for high quality literacy programs and instruction and is intended for school administrators, aspiring school leaders, and school specialists with an interest in literacy. This course explores the role of leadership in creating a school culture that promotes literacy development, achievement, and motivation. Topics include national and local

trends in literacy, foundations of literacy development, current research for developing school-wide literacy programs, evaluating and supporting teachers' professional growth in literacy, and fostering literacy achievement for special student populations. Other literacy-related topics may be decided by the class. A seminar format is utilized with discussion related to current research and guest speaker presentations. Students complete projects related to their individual interests in literacy.

EDEL 548 – Evaluation for Instructional Improvement (3)
This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants write a data-based improvement plan.

EDEL 551 – Internship in Educational Leadership (3)
Recommended prerequisite: At least 12 credits in the University of Mary Washington Educational Leadership Program. Students complete 150 hours of embedded experiences in the core courses prior to, during, and following the intense school division placement experience. This 170-hour practicum component is the capstone experience for the add-on endorsement in administration and supervision. It provides the opportunity to apply the skills, understandings, and competencies learned in the program under the auspices of a mentor licensed in the administration and supervision endorsement. Students are encouraged to identify, analyze, and resolve problems using effective problem-solving techniques throughout this experience. (Pass/fail option only)

LITERACY SPECIALIST (EDLS)

EDLS 540 – Psychology of Literacy (3)
This course investigates the sociological, cultural, cognitive, and psychological bases of the reading process. Emphasis is placed on developing a working knowledge of current research in literacy, brain development, adolescent literacy, and psychology to support decision-making. Course topics include comprehension strategies to develop questioning skills, understanding of the dimensions of word meaning, the teaching of summarizing and retelling skills, and guiding students to understand meaning beyond the text. Participants develop strategies in literal, interpretive, critical, and evaluative comprehension and demonstrate an understanding of child and adolescent psychology, including personality and learning behaviors and the special needs of diverse student populations.

EDLS 541 – Linguistic Foundations of Literacy (3)
This course provides an up-to-date understanding of how learners acquire language as well as thorough coverage of the linguistic aspects of the reading process including phonetics, syllable structure, phonology, morphology, syntax, vocabulary, semantics, and discourse. Participants develop skills in linguistic analysis needed to instruct and assess learners' development of phonemic awareness, concepts of print, construction of meaning from text, and the writing process. The course also focuses on the cultural contexts of language and on the similarities and differences between oral and written language, between standard English and other dialects, and between native and nonnative language proficiencies.

EDLS 542 – Literacy Curriculum and Instruction I: Emergent-Elementary (3)
Recommended prerequisite: EDLS 541. This course explores early literacy development and the implementation of the language arts curriculum through the elementary grades. Topics include emergent literacy, language development through word analysis, vocabulary strategies, creative thinking, expression, guided reading practices, and family literacy. Emphasis is placed on developing an understanding

of reading and language arts supported by strategies directly applicable to classroom situations. Participants engage in activities to foster an appreciation of a variety of genres, including fiction and nonfiction, and to promote creative thinking and expression such as storytelling, drama, and choral/oral reading. The course also covers selection and use of quality literature to support early literacy instruction.

EDLS 543 – Literacy Curriculum and Instruction II: Adolescent (3)
Recommended prerequisite: EDLS 541. This course explores literacy and the language arts with an emphasis on the knowledge, skills, and processes necessary in teaching the adolescent. Topics include language development through word analysis, vocabulary strategies, creative thinking, expression, guided reading practices, and family literacy. Emphasis is placed on developing an understanding of reading and language arts supported by modeling and explicit instructional strategies in reading comprehension and study strategies across the curriculum. Participants engage in activities to foster an appreciation of a variety of genres, including fiction and nonfiction. The course also covers selection and use of quality literature to support adolescent literacy.

EDLS 544 – Literacy Assessment and Evaluation (3)
Recommended prerequisite: EDLS 541. This course focuses on individual and program assessments and evaluation. Emphasis is placed on experiences that enable candidates to contribute to literacy assessment in instructional contexts, i.e., assist in the development of formal and informal assessment and screening instruments, conduct assessments for individuals or groups of students, assist in interpretation of test data, and share results of assessment with school personnel and parents. Topics include strategies for planning, evaluating, and revising literacy instruction to meet the needs of all students.

EDLS 545 – Writing Process and Instruction (3)
This course focuses on the knowledge, skills, and processes necessary for teaching writing. Topics include the stages of the writing process, elements of a model writing program, invented spelling and spelling development, discourse forms, writing across the curriculum, and the assessment and evaluation of writing. Emphasis is placed on promoting the thinking and expression of K-12 students through imaginative and expository writing and enhancing writing instruction through the use of technology.

EDLS 546 – Leadership in Literacy Education (3)
Recommended prerequisites: EDLS 542, 543, 544. This course provides experiences that enable participants to serve as literacy leaders in instructional contexts, including serving as a resource to teachers, developing curriculum, coordinating the literacy program, selecting or identifying literacy material, and providing professional development. Topics include the roles of the reading specialist, special reading teacher, administrator, and supervisor as they relate to the reading program. Participants explore effective communication skills and the use of technology to enhance instruction.

EDLS 547 – Literacy and Diverse Student Populations (3)
This course focuses on a wide range of instructional practices, curriculum approaches, and assessment tools, including technology-based practices for learners at differing stages of development and cultural and linguistic backgrounds. Emphasis is placed on tailoring instruction using flexible, skill-level grouping options (individual, small-group, whole-class, and computer-based) to meet the needs of a diverse student population. Topics include language acquisition, instructional technology, print and nonprint materials representing multiple levels, broad interests, and diverse backgrounds.

EDLS 548 – Internship: Applied Literacy Research (3)
Recommended prerequisite: EDLS 546. This course focuses on employing research-based practices that directly address the literacy needs of all students. Emphasis is placed on utilizing current research, literacy theories, and instructional practices in developing sound instructional models and materials for students from diverse backgrounds and with diverse needs. Participants focus on implementing research-based literacy programs to address the needs of the local school divisions.

SPECIAL EDUCATION (EDSE)

EDSE 519 – General and Special Education Goals and Practices: Elementary (3)
Recommended prerequisite or corequisite: EDCI 500 or EDSE 531. Corequisite: EDSE 520 or approval of program advisor. This course focuses on the characteristics of students with mild disabilities and the application of elementary school curriculum through teaching and learning models for general and special education. This course allows the prospective teacher to explore and develop ways to adapt curriculum and accommodate students with disabilities in a variety of educational settings. Topics include characteristics and educational needs of students with disabilities who are accessing the general curriculum, instructional planning, individualized education planning, mathematics education, assessment and evaluation techniques, and the use of assistive technology.

EDSE 520 – Practicum in Special Education: Elementary (1)
Prerequisite or corequisite: EDSE 519 or approval of program advisor. This practicum provides the prospective teacher with experience in general and special education curriculum and instruction for students with disabilities who are accessing the general curriculum at the elementary level. The prospective teacher designs and implements lesson plans, especially using technology when possible, and learns from the host teacher's classroom management plan and assessment and evaluation methods. (Pass/fail option only)

EDSE 521 – Language and Literacy for Special Populations (3)
Recommended prerequisite or corequisite: EDCI 500 or EDSE 531. Corequisite: EDSE 522 or approval of program advisor. The study of language development provides a context for understanding and diagnosing language and reading problems. Topics include normal and abnormal language development patterns, basic reading skills, explicit phonics instruction, multisensory structured language programs, comprehension, assessment and evaluation, and effective language, reading and writing instructional strategies for students with disabilities.

EDSE 522 Practicum in Language and Literacy for Special Populations (1)
Prerequisite or corequisite: EDSE 521 or approval of program advisor. This practicum allows the prospective teacher to experience literacy development in a special-needs classroom and to apply appropriate strategies and techniques, assessment and evaluation, and materials and technologies to this context. (Pass/fail option only)

EDSE 527 – Principles of Learning and Behavior (3)
Prerequisite: Psychology 100 and admission to the BCaBA course sequence. This course is the first in a three-course sequence covering all academic content required to take the Board Certified Assistant Behavior Analyst Examination (BCaBA). The course covers the major definitions, characteristics, principles, processes, and concepts of behavior analysis. These include the techniques of operant and classical conditioning. Of particular interest is the application of learning principles to the classroom and to working with children with autism. Additionally, the measurement of behavior and the ethical ramifications of using learning techniques to modify behavior are discussed.

EDSE 533 – Positive Approaches to Behavior Management (3)
Recommended prerequisite or corequisite: EDSE 531. This course focuses on how to utilize a variety of positive behavior management strategies within the classroom to increase the learning of students with disabilities and enable them to learn as close to the general education setting as possible. Applied behavior analysis and positive behavioral support provides the basis for the implementation of classroom and individual behavior management plans.

EDSE 534 – Assessment, Evaluation, and Instructional Planning (3)
Recommended prerequisite or corequisite: EDSE 531. This course examines a variety of formal and informal approaches to assessing and evaluating student learning and behavior. Experiences are provided in selecting, administering, and interpreting norm-referenced, criterion-referenced, and curriculum-based measures; participating in eligibility decisions and response to intervention programs; developing instructional plans; and monitoring the progress of students with disabilities in the K-12 setting.

EDSE 535 – Collaborative Consultation and Transition Planning (3)
Recommended prerequisite or corequisite: EDSE 531. This course is designed to enhance collaboration, consultation, and communication skills as they relate to working with other teachers and professionals, assisting others in working effectively with students with exceptionalities, and involving families in the education of their children with disabilities. The course also emphasizes coordination with community agencies, other professionals, and the family to plan for life transitions, including self-advocacy, post-secondary training, career development, and life skills.

EDSE 537 – Characteristics of Students with Autism Spectrum Disorders (3)
This course provides educators with data related to disabilities under the category of Autism Spectrum Disorders, with an emphasis on autism, Asperger syndrome, and pervasive developmental disorder not otherwise specified. This course includes a discussion of the core behavioral and secondary characteristics, as well as the known physiological components associated with these disorders. Students learn about the prevalence of the disorders, as well as the common theories on etiologies. Dual diagnoses, co-morbidity, and medical issues are discussed. Additionally, a review of the characteristics across the lifespan, from infancy and childhood through adulthood, is provided. Family concerns and considerations are discussed in the context of age, development, and need for support.

EDSE 538 – Methods for Teaching and Supporting Students with Autism Spectrum Disorders (3)
This course teaches educators how to review assessment data to choose and implement effective teaching strategies and curricula for students with Autism Spectrum Disorders. This course reviews current research-based strategies used to support students with autism in the areas of communication, sensory issues, social skills, and academic learning. Interventions covered include structured teaching, social skill development, aspects of applied behavior analysis, language/communication interventions, and sensory integration. Educators gain exposure to various curricula to support students in these areas.

EDSE 539 – Characteristics of Students Accessing an Adapted Curriculum (3)
Recommended prerequisite or corequisite: EDSE 531. This course provides an examination of characteristics of students with various disabilities that may require functional, academic, and community support in their educational plan. Medical, sensory, positioning, and communication interventions are discussed. Person-centered planning and social skill development, in addition to academic adaptations and functional curriculum are addressed.

EDSE 540 – Practicum in Characteristics of Students Accessing an Adapted Curriculum (1)
Prerequisite or corequisite: EDCI 539 or permission of the program advisor. This practicum allows the prospective teacher to observe the characteristics of students who are accessing an adapted curriculum and to interact with them in instructional settings. (Pass/fail option only)

EDSE 541 – Goals and Practices for Students Accessing an Adapted Curriculum (3)
Recommended prerequisite or corequisite: EDSE 531. This course provides an understanding of educational models, methods, and resources employed in teaching students with disabilities who may require teaching on an adapted curriculum. Planning and implementing group and IEP programs for students of all age levels is emphasized. Topics include ways to collaborate with parents and other professionals, structure a classroom, teach social skills, communicate with students, utilize adaptive technology, modify curricula, and instructionally accommodate students with diverse needs.

EDSE 542 – Practicum in Goals and Practices for Students Accessing an Adapted Curriculum (1)
Prerequisite or corequisite: EDCI 541 or permission of the program advisor.This practicum provides the prospective teacher with experiences in adapted curricula and instruction and classroom management strategies. The prospective teacher designs and implements lesson plans using instructional technology when possible, and learns from the host teacher's instructional methods and behavior management strategies. (Pass/fail option only)

EDSE 547 – Special Topics in Special Education (3)
This course focuses on new and current educational trends in special education. (May be repeated for credit with a change in topic and faculty permission.)

M. S. IN ELEMENTARY EDUCATION (EDUC)

EDUC 510 – The Inclusive Classroom (4)
Prerequisite: Admission to the M.S. degree program. Study of instructional methods to differentiate the curriculum and academic environment for learners with and without special needs. Field experience required.

EDUC 514 – Constructivist and Developmental Teaching in the Elementary School (4)
Prerequisite: Admission to the M.S. degree program. Relates the theories of development and learning, brain research, and multiple intelligences to planning and instruction in the elementary classroom. Field experience required.

EDUC 521 Educational Research Methods (2)
Prerequisite: Admission to the M.S. degree program. Study of research techniques, and methodology as preparation to conduct classroom- based teacher research. Field experience required.

EDUC 522 – Arts Specialization (4)
Study of advanced content area teaching methods and current research in arts education. Taken concurrently with Education 521.

EDUC 523 – Foreign Language Specialization (4)
Study of advanced content area teaching methods and current research in foreign language education. Taken concurrently with Education 521.

EDUC 524 – Instructional Technology Specialization (4)
Study of advanced content area teaching methods and current research in instructional technology. Taken concurrently with Education 521.

EDUC 525 – Literacy Specialization (4)
Study of advanced content area teaching methods and current research in literacy. Taken concurrently with Education 521.

EDUC 526 – Mathematics Specialization (4)
Study of advanced content area teaching methods and current research in mathematics education. Taken concurrently with Education 521.

EDUC 527 – Science Specialization (4)
Study of advanced content area teaching methods and current research in science education. Taken concurrently with Education 521.

EDUC 528 – Social Studies Specialization (4)
Study of advanced content area teaching methods and current research in social studies education. Taken concurrently with Education 521.

EDUC 529 – Special Education Specialization (4)
Study of advanced content area teaching methods and current research in special education. Taken concurrently with Education 521.

EDUC 530 –Master's Research (3)
Prerequisite: Successful completion of the first semester of coursework and practicum experience in the M.S. in Elementary Education program. Implementation of action research project in an elementary school classroom and final preparation of M.S. research project. Field experience required.

EDUC 539 – Graduate Internship Seminar (1)
Prerequisite: Successful completion of the first semester of coursework and practicum experience in the M.S. in Elementary Education program. Students meet to discuss internship work and experiences, hear from guest speakers including public school personnel and graduates from the M.S. in Elementary Education now working as teachers, review and update internship assignments and expectations, and develop portfolios based on the internship.

EDUC 540 – Teaching Internship (12)
Prerequisite: Successful completion of the first semester of coursework and practicum experience in the M.S. in Elementary Education program. Orientation to teaching under the direction of cooperating teachers in the public schools.

INSTRUCTIONAL DESIGN AND TECHNOLOGY (INDT)

INDT 501 – Instructional Technologies (3)
This course provides an overview of the design, development, integration, and evaluation of instructional technologies and associated instructional strategies. Ethical and legal issues, communicating and accessing information, evaluating hardware/software, and meeting the needs of diverse learners are reflected in course projects. Students develop a digital portfolio of artifacts that demonstrates attainment of technology skills and implementation of theories of learning related to the integration of technology to improve performance. The competencies addressed reflect State (TSIP), national standards (NETS, ISTE), and/or standards established by the American Society of Training and Development (ASTD).

INDT 510 – Foundations and Theories of Instructional Design and Technology (3)
This course explores the field of instructional design and technology and focuses on the development of an awareness and understanding of the theories and philosophies in the discipline. The course also prepares students to assume leadership roles as instructional designers in learning organizations. Students explore the instructional system design approach, the history and evolution of educational technology as well as foundations, theories, trends, and current issues in the field of instructional design.

INDT 521 – Information Literacy in the Digital Age (3)
This course provides students with opportunities to develop and use a wide variety of electronic information resources in order to increase their understanding, knowledge, and skills in information literacy. Students define a framework for understanding the retrieval, organization, evaluation, presentation, and use of digital information in a global environment. Students acquire a working knowledge of information resources to assist in performance development and research activities. This course ensures, through courseembedded applications, that students are effective users of information and are prepared to take leadership roles in various environments by critically evaluating the usefulness and validity of different types of digital resources.

INDT 522 – Distributed Learning and Collaboration (3)
This course examines the historical perspectives, theoretical framework, and practical issues surrounding distributed learning and explores current and emerging trends relative to learning organizations. Instructional strategies for designing, facilitating, and managing online learning are reviewed with emphasis on instructing, interacting, and providing feedback. Online learning communities and communities of practice are also analyzed. Students design and develop interactive online instructional modules for a targeted audience in a distributed learning environment.

INDT 530 – Instructional Design (3)
This course examines the systems design process for various learning environments. Students explore the design, development, and evaluation of instructional materials. Emphasis is placed on effective planning, developing, evaluating, and managing the instructional process. Students use the instructional systems design process, learning theories, instructional methods, and tools to evaluate performances. Cognitive task analysis is implemented to determine instructional content, to develop instructional goals and product specifications, and to create a prototype of instructional products.

INDT 531 – Emerging and Assistive Technologies (3)
This course explores emerging and assistive technologies with appropriate application of learning theories. Students investigate and analyze innovative instructional technologies to determine their value in learning environments. Assistive technology and its application within instructional programs to assist those with disabilities are examined. Students identify legislation, theory, and best practices associated with technology-based instruction and information as it relates to emerging and assistive technologies.

INDT 532 – New Media Design (3)
This course examines interactive design through theory and practice. The instructional systems design approach is used to develop new media to improve performance. Emphasis is placed on the analysis, design, development, production, and delivery of instruction using information and communications technology. New design

paradigms and interactive technologies are explored. Focus is placed on creating meaningful learning experiences through interaction and interface design using emerging technologies.

INDT 533 – Visual Literacy and Design (3)
This course explores vision-competencies, image comprehension, and visual communication. Students analyze, apply, and create conceptual representations that promote knowledge acquisition. Students use visual learning research to design instruction to achieve performance objectives. Assessment strategies using visuals are explored to enhance the systematic design of instruction. Visualization principles, tools, formats, and theory are used to achieve enhanced cognitive processes.

INDT 534 – Alternative Sensory Input and Communication (3)
This course examines the use of assistive technology for communication and sensory input. Reasons and concepts behind the development of alternative sensory input and augmentative communication are discussed. Varying levels of technological solutions are presented and evaluated from economic and social perspectives. Demonstrations and hands-on experience with several products provide students with practical experience to complement the concepts presented in the course.

INDT 545 – Organizational Leadership in Educational Technology (3)
This course examines the current and future roles of technology leadership for exchanging and communicating information and enhancing learning environments in instructional settings. Technology is explored from a variety of organizational perspectives to include access, planning, budgeting, maintenance, and management of the instructional environment. Emphasis is placed on leading innovative technology applications within the learning organization.

INDT 547 – Special Topics in Instructional Design and Technology (1-6)
The topics in this course vary each semester and focus on current issues and evolving topics in the field of instructional design and technology.

INDT 557 – Workplace, Transition, and Environmental Issues in Assistive Technology (3)
This course surveys the issues and trends surrounding the use of assistive technology in the workplace. Hands-on demonstrations for a variety of products help students understand how assistive technology can increase productivity and independence. Environmental topics affecting the adoption and use of assistive technology in the workplace are presented. This course presents strategies for successful transitioning from one environment to another or for adapting to existing work or educational environments.

INDT 558 – Legal and Regulatory Environments of Technology Management and Emerging Technologies (3 credits)
This course examines the legal and regulatory framework for professionals who have responsibility for managing the use and development of technology in the workplace. Students consider the historical foundation and current status of laws that govern technology. In addition, they analyze issues concerning federal legislation, litigation, and policy concerning those with disabilities. And they evaluate meaningful access and privacy issues in the use and development of technology. Topics include laws surrounding Internet use in the workplace, right of access to information, the free flow and use of information, and the roles of government and the private sector in protecting access and privacy. The course assesses how litigation, the Assistive Technology Act and the Americans with Disabilities Act impact the use and development of technology in the workplace. Students also assess technology law as it relates to relevant issues surrounding confidentiality of medical information, intellectual property, and cybercrime. (Cross listed with MBUS 558 and MMIS 558. Credit is awarded for only one of these.)

LRSP 400 – Introduction to the MBA Program (1)
Prerequisite: Admission to MBA program. An orientation to the MBA Program in which students learn the expectations and requirements of being an MBA student at UMW. Topics include, but are not limited to, problem-solving and decision-making skills, communication skills, critical and creative thinking skills, team building, managing multiple commitments, and basic Excel functions to analyze typical business problems. Must be taken during first semester following admission to the MBA program.

MASTER OF BUSINESS ADMINISTRATION (MBUS)

MBUS 501A – Organization Theory and Design (3)
This course studies organizational theory, the design dimensions and structure of organizations, and organizations as complex social systems. Included is the application of organizational theory concepts to new and emerging organizational structures. Particular attention is given to understanding the relationship between organizational structure, managerial action, and competitiveness.

MBUS 502 – Financial Decision Making for Managers (3)
Prerequisite: ACCT 201 or equivalent. This course focuses on financial decision making in business. Emphasis is placed on the application of financial data to a wide range of management decisions designed to develop a conceptual and analytical understanding of financial management. Topics include financial analysis, financial planning, financial investments and capital markets, security valuation techniques, working capital management fundamentals, and capital budgeting techniques.

MBUS 512 – Organizational Research and Assessment (3)
Prerequisite: BPST 316 or equivalent. Emphasis is on developing and executing basic research designs to provide data for organizational problems and assessing organizational performance in a variety of areas such as customer satisfaction, market share, product quality, and employee job satisfaction. Topics include research design, data collection, data analysis and interpretation, and reporting research results.

MBUS 516 – Project Management (3)
This course provides a comprehensive overview of project management. The course addresses the framework, culture, principles, and basic techniques of project management. The course reviews the general stages of a project and describes how the stages interrelate. Basic tools of project management, such as work breakdown structure, scheduling, earned value analysis, and risk management, are introduced and used in student assignments. The elements of project management critical to the success of a project also are identified and explained. The principles and tools are integrated and clarified through case studies from a variety of organizational settings and through creation of project management plans developed by students working in teams.

MBUS 517 – Organizational Behavior (3)
An examination of the principles and practices related to the effective management of organizational behavior from a line manager's perspective. The course examines the role of individual differences, perception, learning, motivation, leadership, communication, group dynamics, group and team dynamics, conflict, stress, and other factors that impact individual job performance and overall organizational performance in contemporary businesses, not-for-profits, and public sector agencies. Emphasis is placed on underlying causes of human behavior in organizations, and how to effectively manage behavior in work settings. Experiential exercises are used to enhance learning and integration of key management skills related to managing human behavior at work.

MBUS 518 – Budgeting and Finance in the Public Sector (3)
Prerequisite: ACCT 201 or equivalent. This course examines budgeting and financial policies and practices in the public and nonprofit management arena. Students gain an understanding of the role of finance in public and nonprofit organizations, the processes and methods relevant to fiscal health, and strategies related to constructing budgets and developing and capital improvement plans.

MBUS 521 – Human Resource Management and Development (3)
This course examines the human resource management function of an organization's personnel/human resource department, and the effective utilization of human resources as a critical responsibility of all managers. Topics include employment planning, recruitment and selection, performance measurement, training and development, compensation, and labor relations.

MBUS 523 – Marketing Strategy (3)
Prerequisite: LRSP 412 or equivalent. This course is a study of marketing from a strategic management perspective. Emphasis is placed on marketing 'driving' the decision-making process, with strategic evaluation of internal (marketing mix) and external (competitive,

economic, technological, social and government) forces affecting the firm. Critical evaluation beyond an introductory level is required.

MBUS 524 – Learning Organizations and Knowledge Management (3)
This course covers knowledge management's value to organizations, creating and sustaining a learning organization, and generating intellectual capital.

MBUS 525 – Visionary Leadership (3)
Prerequisite: LRSP 305 or LRSP 311 or equivalent. This course examines the theory, implications, and practical applications of contemporary leadership. Students are introduced to historical and contemporary leadership issues and theories, and the vital central role of leadership in managing and transforming organizations to meet the needs of the 21st century. Topics include leadership principles and their impact on organizational behavior, culture, motivation, group dynamics and team building, organizational structure, design, change, and development.

MBUS 526 – Organizational Change and Transformation (3)
This course examines models of organizational change and development, the key role of the leader as a change agent in organizations, and considers direct application of these models and this role in case situations. (Credit is not granted for both MBUS 522 and MBUS 526.)

MBUS 527 – Legal and Regulatory Environment of Public Administration (3)
Students in this course study the constraints imposed on public administrators by law and judicial oversight. Topics include the legal basis and statutory framework for administrative agencies and actions in government, including federal and state constitutions.

MBUS 528 – Personnel Administration in the Public Sector (3)
This course studies current practices in managing human resources in public and nonprofit organizations. Topics include compensation, classification, affirmative action, performance appraisal, labor relations, unions, and legal decisions affecting personnel issues in the public sector.

MBUS 529 – Quantitative Business Modeling (3)
Prerequisite: BPST 316 or equivalent. Spreadsheet modeling of business activities, processes, and decisions. Topics include optimization and linear programming, network models, sensitivity analysis, regression analysis, time series models and forecasting, simulation models, queuing theory, and decision analysis. Extensive use of Microsoft Excel.

MBUS 531 – Designing, Implementing, and Evaluating Training Programs (3)
This course provides the tools and techniques necessary for planning, organizing, constructing, and evaluating a performance-based training program. Topics include assessing training needs, setting performance standards, instructional design, program delivery, and evaluation measures for improvement of instruction and program delivery.

MBUS 532 – Federal Procurement Policy and Practices (3)
This course covers the major topics in contract formulation, administration, termination, and performance assessment, including the laws regarding government contract formation. Subcontract administration, acquisition strategies, and ethical and legal aspects of procurement policies are emphasized.

MBUS 533 – Contract Performance and Evaluation (3)
Prerequisite: MBUS 532 or MBUS 583. This course covers contract performance and evaluation topics, such as administrative contracting officer duties and assignments, payments, and past performance. Ethical and legal aspects of contract performance are presented.

MBUS 534 – Pricing Contracts (3)
Prerequisite: BPST 316. This course covers cost and price analysis concepts and principles. It addresses current methodologies used in the development of cost analysis studies. Ethical and legal aspects of contract pricing are presented.

MBUS 535 – Negotiation and Persuasion (3)
This course is designed to broaden students' understanding of negotiation and interrelated processes (e.g., communication, persuasion) within and between organizations. Extensive in-class negotiations focus on various negotiation tools and techniques and in a variety of contexts (e.g., one-on-one, team-based, and global negotiations) to build negotiation skills and confidence. Ethical and legal aspects of negotiation are presented.

MBUS 537 – Contracting for Managers (3)
This course provides a general management

overview of the contracting and procurement process. It emphasizes contracting and procurement's strategic role, its effect on organizational operations, the importance of the organization's internal and external linkages (e.g., supply chain), and performance risk sharing through type of contract selection. Ethical and legal aspects of contracting are presented.

MBUS 539 – Project Evaluation (3)
Prerequisite: MBUS 516. This course presents a variety of methods and theories for the financial and technological evaluation of a project. Topics include definition and evaluation of mutually exclusive alternatives, analysis of replacement, synergy analysis with existing operations, and considerations of size and risk of investments. Emphasis is given to the direct application of these theories and techniques using exercises and class discussion of business cases from different industries and organizations. A final comprehensive feasibility study of a real business dilemma serves as a capstone project for this course.

MBUS 542 – Intergovernmental Relations (3)
This course examines the relationships among federal, state, and local units of government. Topics include current trends, issues, judicial interpretations, and administrative actions involving intergovernmental relations.

MBUS 546 – Risk Management for Project Managers (3)
Prerequisite: MBUS 516. This course builds upon topics covered in MBUS 516 and studies issues of risk for every stage of project management. Issues of impact, risk assessment, and quantitative and qualitative techniques to evaluate risk are discussed. This course also investigates the importance of contingency plans and proper filing systems.

MBUS 547 – Quality Management for Projects (3)
Prerequisite: MBUS 516. This course examines the evolution and scope of Total Quality Management (TQM) and its applications in project management. Topics include quality assurance and control as applied to the different stages of project management, the importance of quality statistical control and documentation, and the role of national and international certifications. A final comprehensive project conducted by students applies these principles and techniques to a real business setting.

MBUS 548 – Managerial Economics (3)
Prerequisite: LRSP 306 or equivalent. Students examine microeconomic theory with selected business applications. This course focuses on demand and supply analysis, cost and production functions, optimization techniques, pricing strategies, market structure, firm architecture, game theory and competitive strategy, and risk evaluation. Antitrust policies and other government regulations are also delineated and discussed. This course emphasizes the application of microeconomic analysis to find optimal solutions to managerial decision problems in a global environment.

MBUS 550 – Computer-Based Decision Support Systems (3)
This course explores the use of Decision Support Systems (DSS) within public and private organizations. Conceptual and practical discussions help students understand the design and use of these systems. Students explore commonly used DSS tools and the possible incorporation of these tools in different business environments. A simple decision support system is designed and developed during the course using a commercially available tool or programming language.

MBUS 554 – Management Risk Analysis with Computer Simulations (3)
Prerequisite: BPST 316 or equivalent. Students research how computer simulations are used for risk management in today's technology business environment. Computer simulation methodology and how it applies to risk management methodology is presented. Students are expected to execute several existing risk simulation models. Results from these models are used to rank identified risks, design and develop appropriate risk management strategies, and assess the overall effects on an organization.

MBUS 555 – Knowledge Management Systems (3)
This course examines the shift from transaction processing to technical, information, and application architectures. Methods for gathering, organizing, sharing, analyzing, and disseminating knowledge to the appropriate levels within the organization for better decision making are discussed in detail.

MBUS 558 – Legal and Regulatory Environments of Technology Management and Emerging Technologies (3)
This course examines the legal and regulatory

framework for professionals who have responsibility for managing the use and development of technology in the workplace. Students consider the historical foundation and current status of laws that govern technology. In addition, they analyze issues concerning federal legislation, litigation, and policy concerning those with disabilities. And they evaluate meaningful access and privacy issues in the use and development of technology. Topics include laws surrounding Internet use in the workplace, right of access to information, the free flow and use of information, and the roles of government and the private sector in protecting access and privacy. The course assesses how litigation, the Assistive Technology Act and the Americans with Disabilities Act impact the use and development of technology in the workplace. Students also assess technology law as it relates to relevant issues surrounding confidentiality of medical information, intellectual property, and cybercrime. (Cross listed with INDT 558 and MMIS 558. Credit is awarded for only one of these.)

MBUS 566 – The U.S. Health Care System (3)
This course provides an overview of the U.S. health care delivery systems. The structure, organization, governance, and process of heath care are introduced. A systems framework is used to provide a theoretical, as well as a practical basis, in order to explore the sub-systems of public, private, and social elements that impact the U.S. health system and provide the context for the future course work.

MBUS 567 – Health Care Economics (3)
Prerequisite: LRSP 306. This course covers the basic economics of health care including, but not limited to: demand for health insurance, moral hazard, health as an investment, technological change, occupational entry, supply of physician services, and the competing objectives of agents in the health care marketplace. The role of insurance as a risk-sharing device is explored, along with its implications for pricing and health care utilization.

MBUS 568 – Health Care Accounting and Financial Management (3)
Prerequisites: ACCT 201. This course focuses on applying financial management concepts to health care organizations. It is intended to provide an overview of important financial concepts, issues, tools, and vocabulary useful both for policy makers and administrators. The effect of health care payment systems is analyzed. Students learn to read and evaluate financial information in the context of the health care environment. This course assumes familiarity with Excel or an equivalent spreadsheet package.

MBUS 569 – Health Care Policy and Legislation (3)
Prerequisite: MBUS 566. This course provides an understanding of the broad context of health policy and legislation and its effect on the planning, delivery, and financing of health services. It looks at the way health policies and laws are formulated, enacted, and enforced. Ethical principles and issues are also explored.

MBUS 570 – Special Topics (1-3)
Prerequisite: Topic dependent. Selected topics reflect faculty specialization or program needs. A special topics course provides opportunities for additional study in a particular specialized area. May be repeated for credit with a change in topic and mentor permission.

MBUS 584 – Policy Development, Analysis, and Implementation (3)
Prerequisites: Completion of 6 graduate credits from the public administration concentration, or permission of the faculty advisor. This course examines the process by which public policies are formulated, implemented, and evaluated. Topics include analysis of program objectives, evaluation methodologies, and the administration of evaluation systems.

MBUS 591 – Directed Study (1-3)
Prerequisite: Permission of faculty advisor. This is an individual study under faculty direction on a topic of relevance to the MBA program.

MBUS 595 – Strategic Management (3)
This capstone, integrative course for the MBA program examines the complex strategic problems facing top management in a variety of contemporary organizations. Includes strategy formulation, implementation, and evaluation. Emphasis is placed on thinking strategically about management issues, problems, and decisions from the perspective of the total organization, and how the organization 'fits' within its environment to ensure long-term survival and success. (Must be taken during final semester of enrollment in the program.)

MBUS 599 – Internship (1-6)
Prerequisites: Current enrollment as a degree-seeking student in the MBA program, completion of at least six credits in the MBA

program, a minimum GPA of 3.0, and approval of the faculty advisor. The Professional Experiences and Networking Program (PEN) offers students opportunities to experience various fields of employment while working with a variety of organizations on important and challenging projects. These experiences augment classroom learning while allowing on-the-job training.

MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS (MMIS)

MMIS 500 – Management Information Systems (3)
This course explores the concept of managing information systems and related information technologies (IS/IT) as a part of a broader socio-technical system and their impacts on people and processes that extend well beyond organizational boundaries. Included are more subjective and debatable issues associated with IS/IT. Accordingly, critical thinking is an important part of this course and is essential for an analysis and understanding of important issues associated with the management aspects of information systems.

MMIS 505 – Information Systems Analysis and Design (3)
This course explores the functions and methods of systems analysis and design from a theoretical, practical, and managerial perspective. Students use analysis and design techniques in real-world settings, compare methods, tools, and techniques, manage real or simulated IS projects throughout the development life cycle, and participate in the prototyping and rapid application development of an information system. This course culminates with a research project in an area that demands rethinking of traditional practices.

MMIS 515 – Information Technology Project Management (3)
This course covers the theory of project management including planning, budgeting, scheduling, resource allocation, monitoring techniques, evaluation, and quality assurance. Case studies and journal articles demonstrate current use of these concepts in organizations heavily dependent on information technology. Project management tools are used in class projects and research to demonstrate the use and applicability of support systems throughout the life of a project.

MMIS 531 – Managing and Leading the Information Technology Workforce (3)
The history of management and leadership throughout the evolution of the information worker gives students a basis from which to build their knowledge and perspectives. Leadership and management styles are discussed in relation to effective management of information technology workers. Emphasis is placed on the expansion and growth of virtual work environments and how they affect management and leadership. Related topics include the effects of organizational culture and the importance of communication.

MMIS 532 – Enterprise Information Systems (3)
This course introduces students to key strategies and technologies involved in enterprise information systems. Topics include concepts of incremental change, business process redesign, and reengineering. Top down and bottom up design approaches are studied with respect to successfully matching systems with organizational structure. Students analyze the strategic fit between information system design and organization structure, understand the methods through which organizational processes are derived and mapped, comprehend the elements, modules, and integration of an ERP package, and use analytical tools and strategies to solve real-world business application cases.

MMIS 533 – Management of Information Technology Outsourcing (3)
This course introduces management aspects of information technology outsourcing and discusses trends, models, and implications of outsourcing in relation to a variety of business perspectives and concerns including customer satisfaction, ethical issues, benefits, risks analysis, economic advantage, partnerships, competition, strategic management, and international challenges. Other topics include adoption, innovation, business process outsourcing, evolving role of IT outsourcing, outsourcing as a catalyst for change, and linkage between IT outsourcing and business strategy.

MMIS 534 – Business Database Systems (3)
This course introduces students to database management systems and practical issues to

support the design and implementation of databases in business applications. Topics include data modeling, relational model, query languages, web-based database, current/ emerging technologies, data mining, and warehousing. Additionally this course includes data communication and technology with focus on managerial decisions and applications.

MMIS 535 – Strategic Management of Information Systems and Innovation (3)
This course investigates strategies for information systems innovation and management, and provides conceptual frameworks for the development and evaluation of information systems management strategies. It also examines concepts of analyzing strategic applications, and planning as it relates to information systems management strategy and the interface with organizational strategies. (Credit is not awarded for both MBUS 556 or MMIS 530 and MMIS 535.)

MMIS 540 – Computer Information Security (3)
This course equips students with a sound knowledge of the underlying principles of information security and provides them with the skills needed to analyze and evaluate information security problems, intrusion detection, firewalls, operational security, physical security, legal issues, steganography, and Internet security. Students explore security policies and models, cryptography, security in distributed systems, malware prevention, and disaster recovery techniques. An emphasis is placed on current issues, future directions, and research areas. This course provides a broad overview of the threats to the security of information systems, responsibilities, and basic tools. A research paper or project is required. (Credit is not awarded for both MMIS 540 and CIST 440.)

MMIS 541 – Network Security and Cryptography (3)
Prerequisite: MMIS 540 or equivalent. This course covers areas such as fundamentals of network security, security threats and vulnerabilities, viruses, cryptography, digital signatures, and key certification and management. Other topics include access control, authentication, intrusion detection, firewalls and virtual private networks. Wireless and mobile network security is covered in detail. A research paper or project is required. (Credit is not awarded for both MMIS 541 and CIST 441.)

MMIS 542 – Security Policy, Planning, and Assurance (3)
Prerequisite: MMIS 540 or equivalent. This course covers policy, legal systems, ethical issues, physical security, disaster recovery, business continuity issues, and risk in information systems. Topics also include maintenance of essential business processes following a disaster, restoration of systems, assurance, and building systems with formal evaluation methods. A research paper or project is required. (Credit is not awarded for both MMIS 542 and CIST 442.)

MMIS 543 – Computer Forensics (3)
Prerequisite: MMIS 540 or equivalent. This course introduces the student to computer forensics, use of technology to obtain evidence for court depositions and cases, responses to a variety of incidents in their organizations, and tools with hands-on approaches to solving a variety of incidents. This course teaches students how intruders breach the infrastructure, how to identify compromised systems, and approaches for developing remedies for such breaches. Topics include file creation, modification, access, downloads, and communications. A research paper or project is required. (Credit is not awarded for both MMIS 543 and CIST 443)

MMIS 544 – Ethical Hacking and Malware Analysis (3)
Prerequisite: MMIS 540 or equivalent. This course introduces students to penetration testing methods that can be used in an ethical hacking situation; students learn in interactive environments where they scan, test, hack and secure their own systems, and gain experience with essential security systems. Topics include perimeter defenses, scanning and attacking of students' networks, escalating privileges, and steps to secure a system. Students learn about intrusion detection, policy malware, DoS and DDoS attacks, buffer overflows and virus creation. A research paper or project is required. (Credit is not awarded for both MMIS 544 and CIST 444.)

MMIS 558 – Legal and Regulatory Environments of Technology Management and Emerging Technologies (3)
This course examines the legal and regulatory framework for professionals who have responsibility for managing the use and development of technology in the workplace. Students consider the historical foundation and current status of laws that govern technology. In

addition, they analyze issues concerning federal legislation, litigation, and policy concerning those with disabilities. And they evaluate meaningful access and privacy issues in the use and development of technology. Topics include laws surrounding Internet use in the workplace, right of access to information, the free flow and use of information, and the roles of government and the private sector in protecting access and privacy. The course assesses how litigation, the Assistive Technology Act and the Americans with Disabilities Act impact the use and development of technology in the workplace. Students also assess technology law as it relates to relevant issues surrounding confidentiality of medical information, intellectual property, and cybercrime. (Cross listed with INDT 558 and MBUS 558. Credit is awarded for only one of these.)

MMIS 570 – Special Topics (1-3)
Prerequisite: Topic dependent. Selected topics reflect faculty specialization or program needs. This purpose of this course is to offer current and emerging topics of interest in the area of management information systems. May be repeated for credit with a change in topic and instructor permission.

MMIS 590 MIS – Research Project (3)
Prerequisites: All core courses except MMIS 591. Students select, propose, and write a research paper on a topic related to managing information systems in today's business environment, public or private. Research is to be conducted using proven academic research methods, including data collection from actual field observations and substantiated with current literature reviews. The course culminates with an oral presentation accompanied by visual displays and research project paper.

MMIS 591 – MIS Externship (3)
Prerequisites: All core courses except MMIS 590. Students are required to locate and study an actual information systems problem within an existing organization. The student is expected to analyze the system and design a solution using current system analysis and design techniques. After obtaining appropriate permission from the organization under review, students observe and possibly participate in the organization's processes related to the area under study. Students develop a final report consisting of the requirements, design, development, and implementation for the proposed solution. The course culminates with an oral presentation accompanied by visual displays of the problem and proposed solution.

SECONDARY MATHEMATICS (MAED)

MAED 501 – Calculus for Teachers (3)
A presentation of key areas of calculus for those who have taken at least two semesters of calculus in the past. Topics include limits, derivatives, antiderivatives, volumes of rotation, natural logarithm and exponential functions, inverse trigonometric functions, techniques of integration, sequences, and infinite series. Graphing calculators are used.

MAED 502 – Analysis for Teachers (3)
A theoretical study of the calculus of sequences, and of the complex number system. Topics may include sets and operations on sets, equivalence and countability, least upper bounds, limits of sequences including limit superior and limit inferior, Cauchy sequences, complex number arithmetic, moduli, conjugates, polar form, and roots of complex numbers.

MAED 510 – Linear Algebra for Teachers (3)
A systematic study of solutions of linear equations in several variables. Emphasis is placed on computational techniques and the geometric interpretation of solutions. Matrices are introduced as the primary tool for solving linear systems, and the relevant properties of matrix algebra are developed accordingly. Calculators and computer software are used in problem solving.

MAED 520 – Discrete Mathematics for Teachers (3)
A survey of advanced topics in discrete mathematics with an emphasis on real world applications. Topics include permutations, combinations, and other forms of enumerative combinatorics; combinatorial and statistical designs; theory and application of graphs; and topics in error-correcting codes and cryptography.

MAED 530 – Probability and Statistics for Teachers (3)
An overview of probability theory and statistics including probability distributions of discrete and continuous random variables, functions of random variables, and statistical inference.

Topics may include sampling methods, regressional analysis, and ANOVA. Emphases are placed on topics that prepare teachers to read and understand educational research and design their own research studies. Graphing calculators and computer software are used to analyze and display data.

MAED 540 – Teaching Mathematics in Middle and Secondary Schools (3)
Methods of teaching and assessing the middle school and high school mathematics curriculum and an examination of the current research on the learning and teaching of mathematics. Topics include a review of the history of mathematics education, a comparison of behaviorist and constructivist models of learning and teaching mathematics, and an investigation of the use of appropriate technology and other instructional materials.

MAED 547 – Special Topics in Mathematics for Teachers (1-6)
This course is designed to address topics in mathematics or mathematics education that are of particular interest to students and faculty. Each topic aims at giving teachers a better understanding of mathematics content and/or pedagogy to enhance their instructional practices.

MAED 550 – History of Mathematics (3)
An overview of the history of mathematics from the time of ancient Egyptians and Babylonians to modern day. Special emphasis is placed on the history of the development of mathematical topics pertinent to the middle school and high school curriculum.

MAED 560 – Geometry for Teachers (3)
The development of Euclidean and various non-Euclidean geometries from axiomatic systems. Topics may also include construction problems and geometrical transformations with the use of "Geometer's Sketchpad" software. Emphasis is placed on developing an in-depth understanding of those topics in the middle and high school geometry curriculum.

MAED 570 – Algebra and Number Theory for Teachers (3)
A study of the ways in which the ideas of number theory and algebraic structures underlie the topics in the middle and high school mathematics curriculum. Topics include a theoretical study of number systems and selected concepts from groups, rings, fields, and vector spaces. Graphing calculators, computer algebra systems, and spreadsheets are used to explore algebraic and number theory concepts.

MAED 580 – Mathematical Modeling for Teachers (3)
The course develops skills in mathematical modeling through practical experience, focusing on specific projects involving real-life problems that are accessible to students' existing mathematical backgrounds. Development, analysis, and evaluation of mathematical models for physical, biological, social, and technical problems are completed using differential and difference equations, with both analytical and numerical solution techniques incorporated.

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

TESL 500 – Introduction to English Linguistics (3)
This course provides a theoretical foundation for the scientific study of language. Covering both formal and applied linguistics, topics include pronunciation patterns, vocabulary and word formation, sentence and discourse structures, meaning, language change, dialects, and language acquisition.

TESL 502A – Sociolinguistics and Cross-Cultural Communication (3)
This course is an introduction to the theories and methods involved in the study of language variation. The focus is on how language affects and is affected by the social relationships among individuals and groups, with special attention to cultural differences. Other topics discussed are dialects, language change, bilingualism, and classroom discourse.

TESL 510 – Applied English Phonetics and Phonology (3)
Prerequisite: TESL 500 or permission of instructor. This seminar offers an in-depth analysis of the pronunciation patterns and sound-spelling relationships in American English, with emphasis on the implications for teaching English reading, writing, and pronunciation to speakers of other languages.

TESL 511A – Applied Linguistics: Grammar and Meaning (3)
This course deals with how the grammatical structure of English interacts with both written and spoken linguistic functions. The focus is on

those aspects of English grammar and meaning that pose particular problems for the second language teacher and learner. The course offers essential preparation for those teaching usage to native speaking students.

TESL 512 – Second Language Acquisition (3)
Prerequisite: TESL 500 or permission of instructor. This seminar offers an in-depth understanding of the acquisition process through theory and research. Variables discussed include learner characteristics, native language, and learning environments, and their effects on second language acquisition. The course also covers first language acquisition and bilingualism.

TESL 513 – Special Studies in Linguistics and Language Learning (3)
Prerequisite: TESL 500 or permission of instructor. This course offers a focused study of topics of special interest and importance in language teaching and learning.

TESL 514 – Cross-Cultural Education (3)
This course offers an overview of the effects of socio-cultural variables on teaching, learning, and communication in culturally-diverse educational settings. It covers the characteristics and educational needs of nonnative speaking students as well as those of native speaking ethnic minorities.

TESL 515 – ESL Literacy Strategies: PreK-12 (3)
Prerequisite: TESL 500 or permission of instructor. This course focuses on strategic development of reading and writing skills in the content areas for PreK-12 English language learners, as well as on the similarities and differences between reading in a first language and reading in a second language. The emphasis is on cross-cultural and cross-linguistic variables, language acquisition, linguistic awareness, and comprehension strategies. It explores strategies that scaffold literacy development for English language learners, including process writing, questioning skills, and literal, critical, and evaluative comprehension of content material. It also examines the political and social impact for language learners in the literacy debate.

TESL 516 – Practicum in ESL Literacy Strategies: PreK-12 (1)
Prerequisite or corequisite: TESL 515 or permission of program advisor. This practicum requires the assessment of literacy needs of English language learners in the classroom and the application of appropriate techniques, materials, and technologies to assist English language learners in becoming competent with learning strategies. (Pass/fail option only)

TESL 530 – Second Language Methods: PreK-12 Literacy and Language Skills (3)
This course covers current principles, practices, and approaches for teaching second language reading, writing, listening, and speaking to PreK-12 learners at varying levels of proficiency in both second and foreign language programs. It includes the basics of second-language acquisition theory. The emphasis is on techniques for lesson design, literacy, content-based language instruction, and integrating components of communicative competence in the second language classroom.

TESL 531 – ESL Curriculum, Assessment, and Leadership (3)
Prerequisite: TESL 530 or permission of instructor. This course provides practical, in-depth coverage of current approaches and research-based trends in teaching English language learners from PreK to adult. Topics emphasized include development of curricula for content-based language instruction, development of summative and formative assessments in a standards-based program, and strategies for effective teacher collaboration. It also covers skills for reflective practice and classroom research, evaluation of materials and technology for language learning, and advocacy for culturally and linguistically diverse students.

TESL 532 – Differentiated Instruction Across the Curriculum for English Language Learners (3)
This course provides an introduction to effective strategies for differentiating instruction for English language learners (ELLs) in the mainstream classroom. It examines the effects of policy and practice on students from culturally and linguistically diverse backgrounds. Among the topics addressed are: current research on cultural and cognitive learning style, socio-cultural contexts of teaching and learning, differentiated instruction for reading, writing, and language acquisition across the curriculum, and socio-cultural influences on subject-specific learning. The course also reviews performance-based classroom assessment relative to standards-based assessment and examines the implications that standards-based teaching has on the classroom and school environment for ELLs.

DIRECTORY

THE CORPORATION

The Rector and Visitors of the University of Mary Washington

THE 2009–2010 OFFICERS OF THE VISITORS

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Mr. Daniel K. Steen ..... Vice Rector
Mrs. Patricia B. Revere ..... Secretary

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Mr. Randall R. Eley ..... Springfield, Virginia
Mrs. Martha K. Leighty '75 ..... Richmond, Virginia
Ms. Princess R. Moss '83 ..... Richmond, Virginia
Mr. J. William Poole ..... Fredericksburg, Virginia
Mrs. Patricia B. Revere '63 ..... Midlothian, Virginia
Mr. Xavier R. Richardson ..... Fredericksburg, Virginia
Mr. Russell H. Roberts ..... Fredericksburg, Virginia
Ms. Nanalou W. Sauder '56 ..... Lexington, Virginia
Mr. Daniel K. Steen '84 ..... Arlington, Virginia
Ms. C. Maureen Stinger '94 ..... Richmond, Virginia
Hon. Pamela J. White ..... Baltimore, Maryland

Ms. Mary R. Corbin ..... *Clerk To The Board of Visitors*

ADMINISTRATION

PRESIDENT

Richard V. Hurley ..... *President*
B.S., Richard Stockton College;
M.A., Central Michigan University

Martin A. Wilder, Jr. ..... *Chief of Staff*
B.A., M.Ed., Ed.D., University of Virginia

ACADEMIC AFFAIRS

Jay A. Harper ..... *Provost*
B.A., City University of New York;
Ph.D., State University of New York at Stony Brook

John T. Morello ..... *Associate Provost*
A.B., The College of William and Mary;
M.A., Northern Illinois University;
Ph.D., Wayne State University

Taiwo Ande ..... *Assistant Provost for Assessment*
B.S., M.S., University of Ibadan (Nigeria);
MBA and MISM, DeVry University;
Ph.D., Indiana State University.

Gerald M. Slezak, Jr., ... *Director of Teaching and Learning Technologies*
B.A. Marymount College; M.Ed., University of Georgia

John R. St. Clair, III ..... *Director of Distance and Blended Learning*
B.S., M.S., Middle Tennessee State University,
Ed.D., Tennessee State University

COLLEGE OF ARTS AND SCIENCES

Richard Finkelstein ..... *Dean of the College of Arts and Sciences*
B.A., Williams College; M.A., Ph.D., University of Chicago

Ana G. Chichester ..... *Associate Dean, College of Arts and Sciences*
B.A., Mary Washington College; M.A., University of North Carolina at
Chapel Hill; Ph.D., University of Virginia

Kevin P. Bartram ..... *Director of the Orchestra*
B.M., Northwestern University;
M.M., University of Missouri at Columbia;
Ph.D., Shenandoah Conservatory

David S. Berreth ..... *Director of Belmont*
B.A., Bowdoin College; M.A., Syracuse University

Claudine L. Ferrell.....*Director of the BLS Program*
B.A., M.A., Southwest Texas State University;
Ph.D., Rice University

Jane G. Gatewood.....*Director of the Writing Center*
B.A., M.Ed., Georgia Southwestern College;
Ph.D., University of Georgia

John N. Pearce .....*Director of the James Monroe Presidential Center and Director of the James Monroe Museum and Memorial Library*
B.A., Yale University; M.A., University of Delaware

Margaret Anne Timpano..... *Director of University Galleries*
B.A., The College of William and Mary;
M.A., The George Washington University

Esther L. Yook.....*Director of the Speaking Center and Director of the Korean Program*
B.A., Ewha Women's University; M.A., Hankuk Graduate School of Simultaneous Interpretation; M.A., University of Nebraska
Ph.D., University of Minnesota

COLLEGE OF BUSINESS

Larry W. Penwell..... *Acting Dean of the College of Business*
B.A., M.A., Ph.D., University of Cincinnati

Sallie Washington Braxton .....*Associate Dean, College of Business Advising*
B.A., University of Mary Washington; M.Ed., Virginia State University

Galen F. deGraff.....Director, MBA Program
B.S., MBA, University of Virginia; Ph.D., The George Washington University

Mukesh Srivastava.....Director, MS-MIS Program
B.S., Garhwal University, India; MBA, Jackson State University; DBA, University of Surrey, United Kingdom

COLLEGE OF EDUCATION

Mary L. Gendernalik-Cooper ..... *Dean of the College of Education*
B.A., James Madison College of Michigan State University;
MAT, Ph.D., Wayne State University

Constance A. Gallahan..... *Assistant Dean, College of Education Advising*
B.S., Longwood College; M.S., University of Tennessee

DIVISION OF PROFESSIONAL DEVELOPMENT AND REGIONAL ENGAGEMENT

Meta R. Braymer ..... *Associate Provost*
B.A., Maryville College; M.A., Ohio State University; Ph.D., University of Tennessee

Janet J. Cropp ..... *Assistant Dean for BPS Advising Services*
BLS, MBA, University of Mary Washington

Mark J. Safferstone ..... *Executive Director, Center for Leadership, Technology, and Professional Development*
B.Ed., M.Ed., University of Miami; MBA, University of Mary Washington; Ph.D., Vanderbilt University

Brian J. Baker ..... *Executive Director, Small Business Development Center*
B.A., MBA, University of Mary Washington

ENROLLMENT AND STUDENT SERVICES

Kimberly Johnston ..... *Dean of Admissions*
B.A., University of Dallas; M.A., University of Maine

Alison A. Gauch ..... *Associate Dean of Admissions*
B.S., M.Ed., University of South Carolina

Matthew E. Mejia ..... *Associate Dean of Admissions*
B.A., Mary Washington College; M.Ed., University of Virginia

Melissa Wheat Yakabouski ..... *Senior Assistant Dean of Admissions*
B.A., Mary Washington College

Gary F. Johnson ..... *Director of Career Services*
B.S., M.S., University of Tennessee

Rita F. Dunston ..... *University Registrar*
B.S., Norfolk State University; M.S., Old Dominion University

JoAnn M. Schrass ..... *Associate Dean of Academic Services*
B.S., Averett College; M.S., George Washington University; Ph.D., George Mason University

ADMINISTRATION AND FINANCE

Richard R. Pearce ..... *Acting Vice President, Administration and Finance*
B.S., Virginia Polytechnic Institute & State University; MBA, Radford University

Sabrina C. Johnson..... *Associate Vice President for Human Resources and Affirmative Action and Equal Employment Opportunity Officer*
B.S., MPA, Virginia Commonwealth University;
J.D., The College of William and Mary

Debra J. Harber.....*Director of Financial Aid*
B.S., Indiana University/Purdue University at Indianapolis;
MPA, George Mason University

John P. Wiltenmuth III..... *Associate Vice President for Facilities Services*
BSME, U.S. Naval Academy;
MPA, Virginia Polytechnic Institute & State University

Susan E. Knick.....*Assistant Vice President for Public Safety and Community Services*
B.A., Rivier College; M.Ed., Boston University;
M.HR, University of Oklahoma

STUDENT AFFAIRS

Douglas N. Searcy.....*Vice President for Student Affairs*
B.A., Mars Hill College; M.Ed., University of South Carolina

Cedric B. Rucker ..... *Dean of Student Life*
B.A., Mary Washington College;
M.A., University of Virginia

Edward H. Hegmann ..... *Director of Athletics*
B.S., Bucknell University; M.S., Springfield College;
Ed.D., Temple University

INFORMATION TECHNOLOGY

Dana German.....*Chief Information Officer and Vice President for Information Technology*
BBA, James Madison University; MBA, Strayer University

Hall Cheshire .....*Executive Director, Enterprise Information Systems*
B.S., The American University

Justin Webb .....*Executive Director, Enterprise Application Systems*
B.S., Mary Washington College

ADVANCEMENT AND UNIVERSITY RELATIONS

Salvatore M. Meringolo ..... *Vice President for Advancement and University Relations*
B.A., State University of New York at New Paltz;
MLS, State University of New York at Albany;
MBA, Iona College

George Farrar.....*Associate Vice President, University Relations and Director of Communications*
B.A., M.A., University of Oklahoma

Ken L. Steen.....*Associate Vice President for Development*
B.A., Wofford College

Nina C. Thompson.....*Assistant Vice President for Stewardship and Operations*
B.A., Blackburn College; M.A., University of Missouri

Mary R. Corbin .....*Assistant Vice President for Special Initiatives and Clerk of the Board*
B.A., Mary Washington College; M.A. The College of William and Mary

Donna Raab ..... *Senior Director of Advancement Communications*
B.S., Southwestern Missouri State University

Cynthia L. Snyder..... *Director of Alumni Relations*
B.A., Mary Washington College

Anna B. Billingsley..... *Director of Publications and Design*
B.A., The College of William and Mary;
M.A., American University

GRADUATE FACULTY

This listing includes those faculty qualified to teach graduate courses in the programs offering graduate course work.

Laurie B. Abeel, *Associate Professor of Education (2003, 2006)*
B.S., The Pennsylvania State University; M.Ed., Ph.D., University of Virginia

Elaine M. Asper, *Assistant Professor of Leadership and Management (2007, 2007)*
B.A., University of Minnesota; MBA, New York University; Ph.D., University of Alabama

Wendy H. Atwell-Vasey, *Professor of Education (1996, 2009)*
B.S., University of Rochester; M.A., Ph.D., University of Maryland

Gail D. Brooks, *Professor of Computer Information Systems (1990, 2008)*
B.S., M.S., Virginia Polytechnic Institute & State University; Ph.D., George Mason University

Raul A. Chavez-Negrete, *Associate Professor of Leadership and Management (2003, 2007)*
B.S., Catholic University of Guayaquil, Ecuador; M.S., Oregon State University; DBA, University of Sarasota

Wei Chen, *Assistant Professor of Business Administration (2009, 2010)*
B.A., Xiamen University, China; M.S., Ph.D., Texas Tech University

Courtney M. Clayton, *Assistant Professor of Education (2009, 2009)*
B.A., University of Pennsylvania; M.A., University of San Francisco; Ph.D., Boston College

Teresa L. Coffman, *Associate Professor of Education (2004, 2007)*
B.A., Hood College; M.A., San Francisco State University; Ph.D., Capella University

Carole Ann Creque, *Assistant Professor of Business Administration (2006, 2006)*
A.A., B.S., Edgewood College; MBA, DBA, Nova Southeastern University

Galen F. deGraff, *Professor of Business Administration (1994, 2007)*
B.S., MBA, University of Virginia; Ph.D., The George Washington University

Beverly D. Epps, *Associate Professor of Education (2005, 2005)*
B.S., M.Ed., Ph.D., University of Virginia

R. Leigh Frackelton, Jr., *Professor of Business Administration (1986, 1998)*
B.A., Washington & Lee University; J.D., University of Richmond; MLT, The College of William and Mary

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Note: *Dates in parentheses indicate year of appointment to staff and year when present rank and/or title was attained. This listing includes all full-time, continuing teaching faculty of the University of Mary Washington as of June 1, 2010.*

Gladys M. Gomez, *Instructor of Leadership and Management (2008, 2008)*
B.S., MBA, University of Southern California

G. Robert Greene, *Associate Professor of Leadership and Management (2004, 2008)*
BBA, MBA, University of Georgia; Ph.D., Georgia State University

Alan G. Heffner, *Professor of Leadership and Management (1999, 2001)*
B.A., Sonoma State University; M.A., California State University at Chico; MBA, York College of Pennsylvania; Ph.D., Purdue University

Norah S. Hooper, *Professor of Education (2001, 2010)*
B.A., St. Mary's College; M.S., State University of New York at Cortland; M.Ed., University of North Carolina at Chapel Hill; Ph.D., George Mason University

Suzanne G. Houff, *Professor of Education (2000, 2009)*
B.S., Longwood College; M.Ed., Virginia Commonwealth University; Ed.S., The George Washington University; Ph.D., Old Dominion University

Daniel J. Hubbard, *Associate Professor of Business Administration (1999, 2006)*
A.B., Georgia State University; B.S., Georgia Institute of Technology; M.A., Middlebury College; M.Acct., Ph.D., Virginia Polytechnic Institute & State University

Jane L. Huffman, *Associate Professor of Education (2007, 2007)*
B.S., M.S., Radford University; Ed.D., Virginia Polytechnic Institute & State University

Jennifer J. Jakubecy, *Associate Professor of Education (2002, 2008)*
B.A., James Madison University; M.Ed., Ph.D., University of Virginia

Louis A. Martinette, *Associate Professor of Leadership and Management (2003, 2008)*
B.S., Old Dominion University; MBA, Golden Gate University; DBA, Ph.D., Nova Southeastern University

Venitta C. McCall, *Professor of Education (1980, 2005)*
B.S., Niagara University; MBA, University of North Florida; Ed.D., Virginia Polytechnic Institute & State University

George R. Meadows, *Associate Professor of Education (1997, 2003)*
B.S., Marshall University; M.S., Emory University; Ed.D., West Virginia University

Margaret A. Mi, *Professor of Business Administration (1989, 2002)*
BBA, MBA, Eastern New Mexico University; Ph.D., Virginia Commonwealth University

H. Nicole Myers, *Associate Professor of Education (2005, 2008)*
B.A., Ph.D., George Mason University; M.Ed., University of Virginia

Kavatus R. Newell, *Associate Professor of Education (2005, 2009)*
B.A. Loyola University of New Orleans; M.Ed., Xavier University of Louisiana; Ph.D., University of Southern Mississippi

Larry W. Penwell, *Professor of Business Administration and Psychology (1989, 2003)*
B.A., M.A., Ph.D., University of Cincinnati

Lester G. Phares, *Assistant Professor of Business Administration (2005, 2005)*
B.S., Purdue University; M.S., Ph.D., University of Pennsylvania

Tamie Pratt-Fartro, *Assistant Professor of Education (2009, 2010)*
B.S., Michigan State University; BLS, Mary Washington College; M.A., Virginia Polytechnic Institute and State University; Ph.D., George Mason University

Patricia E. Reynolds, *Instructor of Education (2003, 2007)*
B.A., College of Notre Dame; MATL, University of Southern Mississippi

Marie P. Sheckels, *Professor of Education and Mathematics (1981, 1999)*
B.A., Saint Mary's College; M.A., The Pennsylvania State University; Ph.D., University of Maryland

Mukesh Srivastava, *Associate Professor of Computer Information Systems (2004, 2009)*
B.S., Garhwal University, India; MBA, Jackson State University; DBA, University of Surrey, United Kingdom

Sharon L. Teabo, *Associate Professor of Education (2005, 2009)*
BFA, MFA, Ed.D., West Virginia University

Jo Tyler, *Professor of Linguistics and Education (1999, 2009)*
B.A., Michigan State University; M.Ed., University of Virginia; M.A., Ph.D., University of Florida

Dale L. Wright, *Associate Professor of Education (2001, 2007)*
B.A., M.Ed., University of North Carolina at Wilmington; Ph.D., University of New Hampshire

Xiaofeng Zhao, *Assistant Professor of Business Administration (2007, 2007)*
B.S., Xiam Jiaotong University; M.Phil., Northwestern University; MBA, Indiana University of Pennsylvania

EMERITI

PRESIDENTS EMERITI

William M. Anderson, Jr., *President Emeritus and Professor Emeritus of Business Administration*
B.S., Virginia Commonwealth University; MPA, West Virginia College of Graduate Studies; Ed.D., Virginia Polytechnic Institute & State University

Grellet C. Simpson, *President Emeritus and Professor Emeritus of English*
B.A., Randolph-Macon College; M.A., Ph.D., University of Virginia; LLD, Randolph-Macon College; Litt.D., Flagler College; D.Hum.L., Mary Washington College

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B.A., Emory and Henry College; M.Ed., Ed.D., University of Virginia

Ronald E. Singleton, *Vice President of University Relations and Communications Emeritus*
B.A., The College of William and Mary; M.S., Shippensburg University of Pennsylvania; Ph.D., Virginia Commonwealth University

H. Conrad Warlick, *Senior Vice President Emeritus and Professor Emeritus of Education*
B.A., Wake Forest College; M.A., University of North Carolina; Ed.D., University of Virginia

Roy B. Weinstock, *Vice President for Planning, Assessment, and Institutional Research Emeritus and Professor Emeritus of Psychology*
B.A., Brooklyn College; M.A., Hollins College; Ph.D., Syracuse University

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B.A., M.A., Ph.D., University of Virginia; D.Hum.L., Mary Washington College

James H. Croushore, *Dean Emeritus and Professor Emeritus of English*
B.A., M.A., Lehigh University; Ph.D., Yale University

Philip L. Hall, *Vice President for Academic Affairs and Dean Emeritus*
A.B., The College of Wooster; S.M., Ph.D., The University of Chicago

Reginald W. Whidden, *Dean Emeritus and Professor Emeritus of English*
B.A., M.A., McMaster University; Ph.D., Yale University
Senior Associate Dean Emeritus

Robert U. MacDonald, *Senior Associate Dean Emeritus*
B.A., Carson-Newman College; M.S., Madison College

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LeRoy S. Strohl, III, *University Librarian Emeritus*
B.A., Hanover College; M.A., MSLS, University of Kentucky

FACULTY EMERITI

Clavio F. Ascari, *Professor Emeritus of Italian*
Dottore in Lingue e Letterature Moderne, Università Bocconi

Bulent I. Atalay, *Professor Emeritus of Physics*
B.S., M.S., Ph.D., Georgetown University

James E. Baker, *Distinguished Professor Emeritus of Music*
B.S., M.Ed., Pennsylvania State University; D.M.A., The Catholic University of America

Rachel J. Benton, *Professor Emerita of Health, Physical Education and Recreation*
B.A., De Pauw University, M.A., Ph.D., State University of Iowa

J. Christopher Bill, *Professor Emeritus of Psychology*
B.S., College of the Holy Cross; M.S., University of Bridgeport; Ph.D., Dartmouth College

Julien Binford, *Professor Emeritus of Art*
Graduate, Art Institute of Chicago; Ryerson Fellowship for study in France; Virginia Museum Senior Fellowship; Rosenwald Fellowship

Roger J. Bourdon, *Professor Emeritus of History*
B.S, Loyola University of Los Angeles; M.A., Ph.D., University of California at Los Angeles

Marshall E. Bowen, *Distinguished Professor Emeritus of Geography*
B.Ed., Plymouth Teachers College; M.A., Kent State University; Ph.D., Boston University

Joseph Bozicevic, *Professor Emeritus of Modern Foreign Languages*
B.S., Juniata College; M.A., Middlebury College; Ph.D., Georgetown University

Juliette Breffort-Blessing, *Professor Emerita of Modern Foreign Languages*
L.ès L., University of Lille; D.E.S., University of Paris; Diplome de L'Institut d'Études Politiques de Paris; Doct. U., University of Dijon

Nathaniel Brown, *Professor Emeritus of English*
B.A., Princeton University; M.A., Syracuse University; Ph.D., Columbia University

Stanley F. Bulley, *Professor Emeritus of Music*
L.R.A.M., Royal Academy of Music; Mus.Bac., Mus.Doc., University of Toronto; A.R.C.O., Royal College of Organists

Otho C. Campbell, *Associate Professor Emeritus of History*
B.A., University of Richmond; M.A., American University; Ph.D., University of Virginia

Herbert L. Cover, *Professor Emeritus of Chemistry*
B.S., M.S., Ph.D., University of Virginia

William B. Crawley, Jr., *Distinguished Professor Emeritus of History*
B.A., Hampden-Sydney College; M.A., Ph.D., University of Virginia

Judith A. Crissman, *Professor Emerita of Chemistry*
B.A., Thiel College; Ph.D., University of North Carolina at Chapel Hill

Steven L. Czarsty, *Professor Emeritus of Business Administration*
B.S., B.A., University of Hartford; M.B.A. University of Connecticut; D.B.A. George Washington University
Fredrick Davidson, *Professor Emeritus of Business Administration*
B.S., Texas A & M University; MBA, Ph.D., University of Pittsburgh

Daniel A. Dervin, *Professor Emeritus of English*
B.A., Creighton University; M.A., Ph.D., Columbia University

Eileen K. Dodd, *Professor Emerita of Psychology*
Ph.B., Muhlenburg College; M.A., Ph.D., New York University

Mildred A. Droste, *Associate Professor Emerita of Health and Physical Education*
B.S., Longwood College; M.Ed., Women's College of the University of North Carolina

Albert G. Duke, *Associate Professor Emeritus of Speech*
A.B., M.A., Syracuse University

Samuel T. Emory, Jr., *Distinguished Professor Emeritus of Geography*
A.B., M.A., University of North Carolina; Ph.D., University of Maryland

Lewis P. Fickett, Jr., *Distinguished Professor Emeritus of Political Science*
A.B., Bowdoin College; L.L.B., M.P.A., Ph.D., Harvard University

Victor A. Fingerhut, *Associate Professor Emeritus of Political Science*
B.A., M.A., Yale University

Delmont F. Fleming, *Professor Emeritus of English*
B.A., Eastern Baptist College; M.A., Ph.D., University of Pennsylvania

John K. George, *Professor Emeritus of Chemistry*
A.B., Columbia University; M.S., University of Connecticut; M.S., Clarkson College; Ph.D., University of Virginia

Donald E. Glover, *Distinguished Professor Emeritus of English*
B.A., The College of William and Mary; M.A., Ph.D. University of Virginia

James B. Gouger, *Professor Emeritus of Geography*
B.A., Montclair State College; M.A., Ph.D., University of Florida

Stephen L. Griffin, *Professor Emeritus of Art*
BFA, University of South Dakota; MFA, University of Wisconsin at Madison

Anne F. Hamer, *Associate Professor Emerita of Music*
B.M., University of Michigan; M.M., The Catholic University of America

Susan J. Hanna, *Professor Emerita of English*
B.A., Ohio State University; M.A., Ph.D., University of Michigan

Richard E. Hansen, *Distinguished Professor Emeritus of English*
B.A., M.S., Ph.D., Duke University

Anna Mae Harris, *Associate Professor Emerita of Mathematical Sciences*
B.A., Mary Washington College; M.A., University of Virginia

Diane F. Hatch, *Professor Emerita of Classics*
B.A., Sweet Briar College; M.A., Ph.D., University of North Carolina

Sonja Dragomanovic Haydar, *Professor Emerita of Dance*
Professional Dance Certificate, Zagreb State Opera Ballet School; Diploma, Meister für Tranz, Berlin; Mozarteum Conservatory of Music, Salzburg

Rosemary H. Herman, *Associate Professor Emerita of Modern Foreign Languages*
A.B., Woman's College of the University of North Carolina; M.A., University of North Carolina

Henry W. Hewetson, *Professor Emeritus of Economics*
B.A., University of Toronto; M.A., University of British Columbia; Ph.D., University of Chicago

Margaret M. Hofmann, *Professor Emerita of Modern Foreign Languages*
A.B., Wellesley College; M.A., University of New Hampshire; Ph.D., University of Kansas

Miriam B. Hoge, *Professor Emerita of Modern Foreign Languages*
A.B., Randolph-Macon Women's College; M.A., Ph.D., University of Pennsylvania

Joseph E. Holmes, *Associate Professor Emeritus of Mathematical Sciences*
B.S., M.S., State University of New York at New Paltz; Ed.D., University of Virginia

Patricia J. Holmes, *Associate Professor Emerita of Mathematics*
B.A., University of Colorado; M.S., Oregon State University

Anna S. Hoye, *Professor Emerita of Biological Sciences*
A.B., Lynchburg College; M.S., Ph.D., University of Wisconsin

Margaret Williamson Huber, *Distinguished Professor Emerita of Anthropology*
B.A., Bryn Mawr College; B.Litt., D.Phil., Oxford University

Rose Mary Johnson, *Professor Emerita of Biological Sciences*
A.B., Hood College; M.A., Ph.D., University of Virginia

Thomas L. Johnson, *Professor Emeritus of Biological Sciences*
B.A., Lynchburg College; M.A., Ph.D., University of Virginia

J. William Kemp, Jr., *Professor Emeritus of English*
B.A., Millsaps College; M.A., Mississippi State University; Ph.D., University of South Carolina at Columbia

Richard J. Krickus, *Distinguished Professor Emeritus of Political Science*
B.A., The College of William and Mary; M.A., University of Massachusetts; Ph.D., Georgetown University

Bernard C. Lemoine, *Professor Emeritus of Music*
B.M., Oberlin Conservatory of Music; M.M., University of Illinois; Ph.D., The Catholic University of America

Almont Lindsey, *Professor Emeritus of History*
B.S., Knox College; M.A., Ph.D., University of Illinois

Stephen L. Lipscomb, *Professor Emeritus of Mathematics*
B.A., Fairmont State College; M.A., West Virginia University; Ph.D., University of Virginia

Bernard L. Mahoney, Jr., *Distinguished Professor Emeritus of Chemistry*
B.S., M.S., Boston College; Ph.D., University of New Hampshire

Carol S. Manning, *Professor Emerita of English*
B.A., Delta State College; M.A., University of Kentucky; Ph.D., State Universtiy of New York at Albany

Adrienne C. May, *Associate Professor Emerita of Education*
B.A., M.A.L.S., Mary Washington College; Ed.D,. Universtiy of Virginia

Robert L. McConnell, *Professor Emeritus of Geology*
B.S., M.S., University of Tennessee; Ph.D., University of California at Santa Barbara

Sammy R. Merrill, *Distinguished Professor Emeritus of German*
B.A., Wake Forest University; M.A., Duke University; Ph.D., Cornell University

Barbara S. Meyer, *Professor Emerita of Art*
B.A., Trinity University; M.A., University of Maryland; Ph.D., Johns Hopkins University

Fred E. Miller, *Associate Professor Emeritus of Economics*
A.B., M.A., Colorado State College of Education

Nancy H. Mitchell, *Professor Emerita of English*
B.A., Swarthmore College; M.A., Yale University; Ph.D., The Catholic University of America

Sidney H. Mitchell, *Professor Emeritus of English*
B.A., Swarthmore College; M.A., Ph.D., University of Virginia

Thomas G. Moeller, *Professor Emeritus of Psychology*
B.A., Marquette University; M.A., Ph.D., University of Iowa

W. Brown Morton, III, *Professor Emeritus of Historic Preservation*
BAH, University of Virginia; Diplome, École des Beaux Arts

Paul C. Muick, *Professor Emeritus of Art*
B.F.A., Ohio State University; A.M., University of Chicago; Ph.D., Ohio State University

Vera Niebuhr, *Associate Professor Emerita of German*
B.A., Douglass College; M.A., Ph.D., University of Wisconsin at Madison

Nikola M. Nikolic, *Professor Emeritus of Physics*
B.S., Belgrade University; M.A., Ph.D., Columbia University

Patricia P. Norwood, *Professor Emerita of Music*
B.M., Wheaton College; M.M., Ph.D., University of Texas at Austin

Cornelia D. Oliver, *Distinguished Professor Emerita of Art*
B.A., Smith College; A.M., Duke University; Ph.D., The Catholic University of America

Richard P. Palmieri, *Professor Emeritus of Geography*
B.S., State College at Boston; M.A., University of Texas; Ph.D., University of California at Davis

Mary Jo Parrish, *Professor Emerita of Biological Sciences*
B.A., M.A., University of North Carolina; Ph.D., University of Virginia

Aniano Peña, *Professor Emeritus of Modern Foreign Languages*
M.A., Temple University; Ph.D., University of Pennsylvania

Mary W. Pinschmidt, *Distinguished Professor Emerita of Biological Sciences*
A.B., Western Maryland College; A.M., Duke University; Ph.D., Medical College of Virginia

William C. Pinschmidt, Jr., *Professor Emeritus of Biological Sciences*
B.S., Mount Union College; M.S., Ohio State University; Ph.D., Duke University

William Ray Pope, *Associate Professor Emeritus of Psychology*
B.S., M.A., Middle Tennesse State University; Ph.D., Virginia Commonwealth University

Alice B. Rabson, *Professor Emerita of Psychology*
A.B., Cornell University; M.S., Ph.D., Purdue University

Claudia M. Read, *Professor Emerita of Health, Physical Education, and Recreation*
B.S., Women's College of the University of North Carolina; M.A., New York University

Joanna L. Reynolds, *Associate Professor Emerita of Spanish*
A.B., Wesleyan College; M.A., Duke University; Ph.D., George Washington University

John H. Reynolds, *Professor Emeritus of Computer Science*
A.S., Eastern Oklahoma A & M; B.S. Southeastern State College; M.S., State University of New York at Stony Brook

Carmen L. Rivera, *Professor Emerita of Modern Foreign Languages*
B.A., University of Puerto Rico; M.A., Florida State College for Women; Ph.D., University of Salamanca

Key Sun Ryang, *Professor Emeritus of History*
B.A., Trinity University; M.A., Ph.D., University of Maryland

Raman K. Singh, *Professor Emeritus of English*
B.A., Saint Stephen's College; M.A., Western Michigan University; Ph.D., Purdue University

Paul C. Slayton, Jr., *Distinguished Professor Emeritus of Education*
B.S., M.Ed., Ed.D., University of Virginia

Roy H. Smith, *Distinguished Professor Emeritus of Psychology*
B.S., University of Tennessee; Ph.D., University of Pennsylvania

Charles A. Sletten, *Professor Emeritus of Sociology*
B.A., University of Virginia; A.M., Ph.D., Harvard University

Mary Ellen Stephenson, *Professor Emerita of Modern Foreign Languages*
B.A., Westhampton College; M.A., Middlebury College; Ph.D., University of Chicago

Glen R. Thomas, *Professor Emeritus of American Studies*
B.A., Stanford University; M.A., American University; Ph.D., Emory University

Arthur L. Tracy, *Associate Professor Emeritus of History and American Studies*
B.A., Barrington College; M.A., Ph.D., American University

Joseph C. Vance, *Professor Emeritus of History*
B.A., M.A., Ph.D., University of Virginia

George Montgomery Van Sant, *Professor Emeritus of Philosophy*
A.B., St. John's College; M.A., Ph.D., University of Virginia

Brenda E. Vogel, *Professor Emerita of Education*
BFA, Virginia Commonwealth University; M.A.Ed., Ed.D., Virginia Polytechnic Institute and State University

Richard H. Warner, *Professor Emeritus of History*
A.B., Dartmouth College; M.A., Ph.D., New York University

Katharine F. Wells, *Associate Professor Emerita of Health, Physical Education, and Recreation*
B.S., New York University; Ed.M., Boston University; M.S., Wellesley College; Ph.D., State University of Iowa

Janet F. Wishner, *Professor Emerita of Philosophy*
B.A., University of Leeds; M.A., Bedford College, University of London; Ph.D., University of Georgia

Lawrence Wishner, *Professor Emeritus of Chemistry*
B.A., M.A., Ph.D., University of Maryland

Rebecca T. Woosley, *Associate Professor Emerita of Health and Physical Education*
A.B., Women's College of the University of North Carolina; B.S., Mary Washington College; M.S., Louisiana State University

Janet G. Zeleznock, *Associate Professor Emerita of Mathematics*
B.S., Saint Francis College; M.A., Duquesne University

Benjamin F. Zimdars, *Professor Emeritus of History*
B.A., North Central College; M.A., University of Wisconsin; Ph.D., University of Texas

Paul M. Zisman, *Professor Emeritus of Education*
B.A., The College of William and Mary; M.A.T., Howard University; Ph.D., The Catholic University of America

FACULTY AWARDS

Four awards are presented each year at the Commencement ceremonies.

GRELLET C. SIMPSON AWARD

Established in 1972, the Grellet C. Simpson Award reflects the importance placed by the University on its primary mission as an undergraduate, teaching institution. Named for former President Grellet C. Simpson, this award was made possible by an anonymous donor and is presented to a faculty member in recognition of excellence in undergraduate teaching.

1972 Carmen L. Rivera, *Professor of Modern Foreign Languages*
1973 Sidney H. Mitchell, *Professor of English*
1974 Anna S. Hoye, *Professor of Biology*
1975 Earl G. Insley, *Professor of Chemistry*
1976 Donald E. Glover, *Professor of English*
1977 Glen R. Thomas, *Professor of American Studies*
1978 Nancy H. Mitchell, *Professor of English*
1979 Elizabeth A. Clark, *Professor of Religion*
1980 Janet G. Zeleznock, *Associate Professor of Mathematical Sciences*
1981 Arthur L. Tracy, *Associate Professor of History*
1982 Mary W. Pinschmidt, *Professor of Biology*
1983 Joseph C. DiBella, *Associate Professor of Art*
1984 Bernard L. Mahoney, Jr., *Professor of Chemistry*
1985 Susan J. Hanna, *Professor of English*
1986 George M. Van Sant, *Professor of Philosophy*
1987 Marshall E. Bowen, *Professor of Geography*
1988 Joanna L. Reynolds, *Associate Professor of Modern Foreign Languages*
1989 Roger J. Bourdon, *Professor of History*
1990 Michael J. Joyce, *Associate Professor of Dramatic Arts*
1991 Richard M. Zeleznock, *Assistant Professor of Mathematics*
1992 David W. Cain, *Professor of Religion*
1993 Sammy R. Merrill, *Professor of Modern Foreign Languages*
1994 William B. Crawley, Jr., *Distinguished Professor of History*
1995 Lewis P. Fickett, Jr., *Distinguished Professor of Political Science*
1996 Carol S. Manning, *Professor of English*
1997 Topher Bill, *Professor of Psychology*
1998 Bulent I. Atalay, *Professor of Physics*
1999 Steven A. Greenlaw, *Associate Professor of Economics*

2000 William Kemp, *Professor of English*
2001 Clavio F. Ascari, *Professor of Italian*
2002 Steve R. Hampton, *Associate Professor of Psychology*
2003 Rosemary Barra, *Professor of Biology*
2004 John H. Reynolds, *Professor of Computer Science*
2005 David J. Long, *Professor of Music*
2006 John M. Kramer, *Distinguished Professor of Political Science*
2007 Thomas G. Moeller, *Professor of Psychology*
2008 Margaret Huber, *Distinguished Professor of Anthropology*
2009 Jean Ann Dabb, *Associate Professor of Art History*
2010 Gregg Stull, *Professor of Theatre*

ALUMNI ASSOCIATION OUTSTANDING YOUNG FACULTY MEMBER AWARD

The Alumni Association Outstanding Young Faculty Member Award, established in 1989, recognizes the achievement and contribution of a faculty member who has been at the University from two to five years. The faculty rank shown is the person's rank at the time of the award.

1989 James E. Goehring, *Assistant Professor of Religion*
1990 George King, III, *Associate Professor of Physics*
1991 Grant R. Woodwell, *Assistant Professor of Geology*
1992 Larry W. Penwell, *Assistant Professor of Psychology*
1993 John T. Morello, *Associate Professor of Speech*
1994 Suzanne Sumner, *Assistant Professor of Mathematics*
1995 Gregg Stull, *Assistant Professor of Theatre*
1996 Janusz Konieczny, *Assistant Professor of Mathematics*
1997 Mehdi Aminrazavi, *Assistant Professor of Philosophy and Religion*
1998 W. Gardner Campbell, *Assistant Professor of English*
1999 Christine A. McBride, *Assistant Professor of Psychology*
2000 Kelli M. Slunt, *Assistant Professor of Chemistry*
2001 Stephen J. Farnsworth, *Assistant Professor of Political Science*
2002 Carole A. Garmon, *Assistant Professor of Art*
2003 Claudia Emerson, *Associate Professor of English*
2004 Leanna C. Giancarlo, *Assistant Professor of Chemistry*
2005 Miriam N. Liss, *Assistant Professor of Psychology*
2006 Craig T. Naylor, *Assistant Professor of Music*
2007 Jason W. Davidson, *Assistant Professor of Political Science*
2008 Keith E. Mellinger, *Assistant Professor of Mathematics*
2009 W. Shawn Humphrey, *Assistant Professor of Economics*
2010 Robert R. Barr, *Associate Professor of Political Science*

MARY W. PINSCHMIDT AWARD

Members of the senior class select the winner of the Mary W. Pinschmidt award. Established in 1999 in honor of a long-time professor of biology, this award recognizes the faculty member who seniors select as the person they will most likely remember as the one who had the greatest impact on their lives.

1999 Stephen J. Farnsworth, *Assistant Professor of Political Science*
2000 Werner Wieland, *Professor of Biology*
2001 Erin H. Fouberg, *Assistant Professor of Geography*
2002 Topher Bill, *Professor of Psychology*
2003 Gregg Stull, *Associate Professor of Theatre*
2004 José Ángel Saínz, *Assistant Professor of Spanish*
2005 William B. Crawley, Jr., *Distinguished Professor of History*
2006 Claudia Emerson, *Associate Professor of English*
2007 Kenneth D. Marchande, *Assistant Professor of Business Administration*
2008 W. Brown Morton III, *Professor of Historic Preservation*
2009 Jean Ann Dabb, *Associate Professor of Art History*
2010 Stephen C. Davies, *Assistant Professor of Computer Science*

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES OUTSTANDING FACULTY AWARD

Established in 2003, this award recognizes an exceptional full-time faculty member who demonstrates excellence in teaching and professional leadership, and has taught at the University for at least two years.

2003 Andrew Blair Staley, *Assistant Professor of Leadership and Management*
2004 Jo Tyler, *Associate Professor of Linguistics and Education*
2005 Alan G. Heffner, *Professor of Leadership and Management*
2006 Norah S. Hooper, *Associate Professor of Education*
2007 Gail D. Brooks, *Associate Professor of Computer Information Systems*
2008 Brenda E. Vogel, *Professor of Education*
2009 Kimberley L. Kinsley, *Assistant Professor of Leadership and Management*
2010 Suzanne Houff, *Professor of Education*

ACADEMIC CALENDAR

FALL SEMESTER 2010

Late registration; Drop/Add begins	Monday, August 16
Residence halls open 8:15 a.m.-12 noon for entering freshmen and new transfer students	Wednesday, August 18
Honor Convocation	Thursday, August 19
Residence halls open 9 a.m.-5 p.m. for returning students	Sunday, August 22
Classes begin (8 a.m.)	Monday, August 23
Last day to add courses (by 5 p.m.) 16-week semester and first 8-week term	Friday, August 27
Last day to drop first 8-week term course without grade of W	Wednesday, September 1
Major Declaration cards due	Tuesday, September 7
Last day to drop 16-week semester courses without grade of W	Friday, September 10
No withdrawal from first 8-week term classes after this date	Friday, September 17
Family Weekend	Friday-Sunday, September 24-26
Last day to change to or from pass/fail grading (16-week semester courses)	Friday, October 1
*Fall Break begins at 5 p.m.; residence halls remain open	Friday, October 8
Fall Break ends; classes resume at 8 a.m.	Wednesday, October 13
Advising Period	Wednesday-Friday, October 13-22
Second 8-week term classes begin	Monday, October 18
Homecoming Weekend	Friday-Saturday, October 22-23
No withdrawal from 16-week semester course(s) after this date	Friday, October 22
Advance registration for upcoming Spring semester	Monday-Friday, October 25-November 5
Last day to drop second 8-week term courses without grade of W	Tuesday, November 16
No withdrawal from second 8-week term courses after this date	Tuesday, November 16

Last day to change to/from pass/fail grade for second 8-week term	Tuesday, November 16
*Thanksgiving Break begins at 8 a.m.; residence halls close at l0 a.m.	Wednesday, November 24
Residence halls open at 2 p.m.	Sunday, November 28
Thanksgiving Break ends; classes resume at 8 a.m.	Monday, November 29
Classes end; last day to withdraw from the University	Friday, December 3
Reading Period	Saturday-Sunday, December 4-5
Final Examinations	Monday-Friday, December 6-10
Residence halls close at 10 a.m.	Saturday, December 11

**Out-of-state and international students may contact the Office of Residence Life and Housing to investigate possible housing options during Break.*

SPRING SEMESTER 2011

Late registration; Drop/Add begins	Monday, January 3
Residence halls open 9 a.m.-12 noon for new students	Thursday, January 6
New student orientation	Thursday, January 6
Residence halls open 9 a.m.-5 p.m. for returning students	Sunday, January 9
Classes begin (8 a.m.)	Monday, January 10
Last day to add courses (by 5 p.m.), 16-week term and first 8-week term	Friday, January 14
Martin Luther King, Jr. Day (no classes)	Monday, January 17
Major Declaration cards due	Thursday, January 20
Last day to drop 16-week semester course(s) without grade of W (by 5 p.m. ; last day to change from/to pass/fail grading in first 8-week term classes	Friday, January 28
Last day to change to or from pass/fail grading (16-week semester courses)	Friday, February 18
*Spring Break begins at 5 p.m.; residence halls close at 9 p.m.	Friday, February 25
Residence halls open at 2 p.m.	Sunday, March 6
Spring Break ends; classes resume at 8 a.m.	Monday, March 7
Advising Period	Monday-Friday, March 7-18
No withdrawal from 16-week semester course(s) after this date; last day to register for second 8-week courses	Friday, March 11
Outcomes Assessment evaluation of currently enrolled students	Monday-Sunday, March 14-27

Last day to drop second 8-week term course without grade of W	Wednesday, March 16
Advance registration for upcoming Fall semester	Monday-Friday, March 21-April 1
Last day to change from/to pass/fail grading in second 8-week term classes	Friday, March 25
No withdrawal from second 8-week term classes after this date	Wednesday, April 6
Classes end; last day to withdraw from the University	Friday, April 22
Reading Period	Saturday-Sunday, April 23-24
Final Examinations	Monday-Friday, April 25-29
Residence halls close at 10 a.m. (except for graduating seniors)	Saturday, April 30
Graduate Commencement	Friday, May 6
Residence halls close at 10 a.m.	Sunday, May 8

**Out-of-state and international students may contact the Office of Residence Life and Housing to investigate possible housing options during Break.*

MAY/JUNE FIVE-WEEK SUMMER TERM

Registration begins	Monday, March 14
Residence halls open at 2 p.m.	Sunday, May 15
Classes begin (8 a.m.)	Monday, May 16
Last day to add courses	Wednesday, May 18
Last day to drop courses without academic penalty, or change to pass/fail	Tuesday, May 24
Memorial Day (no classes)	Monday, May 30
(Daytime classes made up on ...) (Evening classes made up on ...)	(Friday, June 3) (first open evening)
Reunion Weekend	Friday-Sunday, June 3-5
No withdrawal from individual course(s) after this date	Tuesday, May 31
Classes end; last day to withdraw from this term	Tuesday, June 14
Reading Period	Wednesday, June 15
Examinations	Thursday, June 16
Residence halls close at 10 a.m.	Friday, June 17

EIGHT-WEEK SUMMER TERM 2011

Registration begins	Monday, March 14
Residence halls open at 2 p.m.	Sunday, May 15
Classes begin (8 a.m.)	Monday, May 16

Last day to add courses	Friday, May 20
Last day to drop courses without grade of W, or change to pass/fail	Friday, May 27
Memorial Day (no classes) (Daytime classes made up on Friday, June 3) (Evening classes made up on first open evening)	Monday, May 30
Reunion Weekend	Friday-Sunday, June 3-5
No withdrawal from individual course(s) after this date	Friday, June 10
Independence Day (no classes) (Daytime classes made up on Friday, July 8) (Evening classes made up on first open evening)	Monday, July 4
Classes end; last day to withdraw from this term	Friday, July 8

TEN-WEEK SUMMER TERM 2011

Registration begins	Monday, March 14
Residence halls open at 2 p.m.	Sunday, May 15
Classes begin (8 a.m.)	Monday, May 16
Last day to add courses	Friday, May 20
Last day to drop courses without grade of W, or change to pass/fail	Friday, May 27
Memorial Day (no classes) (Daytime classes made up on Friday, June 3) (Evening classes made up on first open evening)	Monday, May 30
Reunion Weekend	Friday-Sunday, June 3-5
No withdrawal from individual course(s) after this date	Friday, June 24
Independence Day (no classes) (Daytime classes made up on Friday, July 8) (Evening classes made up on first open evening)	Monday, July 4
Classes end; last day to withdraw from this term	Friday, July 22
Residence Halls close	Friday, July 22 (10 a.m.)

JUNE/JULY FIVE-WEEK SUMMER TERM

Registration begins	Monday, March 14
Residence halls open at 2 p.m.	Sunday, June 19
Classes begin (8 a.m.)	Monday, June 20
Last day to add courses	Wednesday, June 22
Last day to drop courses without academic penalty, or change to pass/fail	Tuesday, June 28
Independence Day observed (no classes)	Monday, July 4

(Daytime classes made up on ...) (Evening classes made up on ...)	(Friday, July 8) (first open evening)
No withdrawal from individual course(s) after this date	Wednesday, July 6
Classes end; last day to withdraw from this term	Tuesday, July 19
Reading Period	Wednesday, July 20
Examinations	Thursday, July 21
Residence halls close at 10 a.m.	Friday, July 22

2010

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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OCTOBER

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31						

NOVEMBER

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DECEMBER

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2011

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JUNE

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JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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20	21	22	23	24	25	26
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DECEMBER

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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